

# THE **DEAF** **AMERICAN**

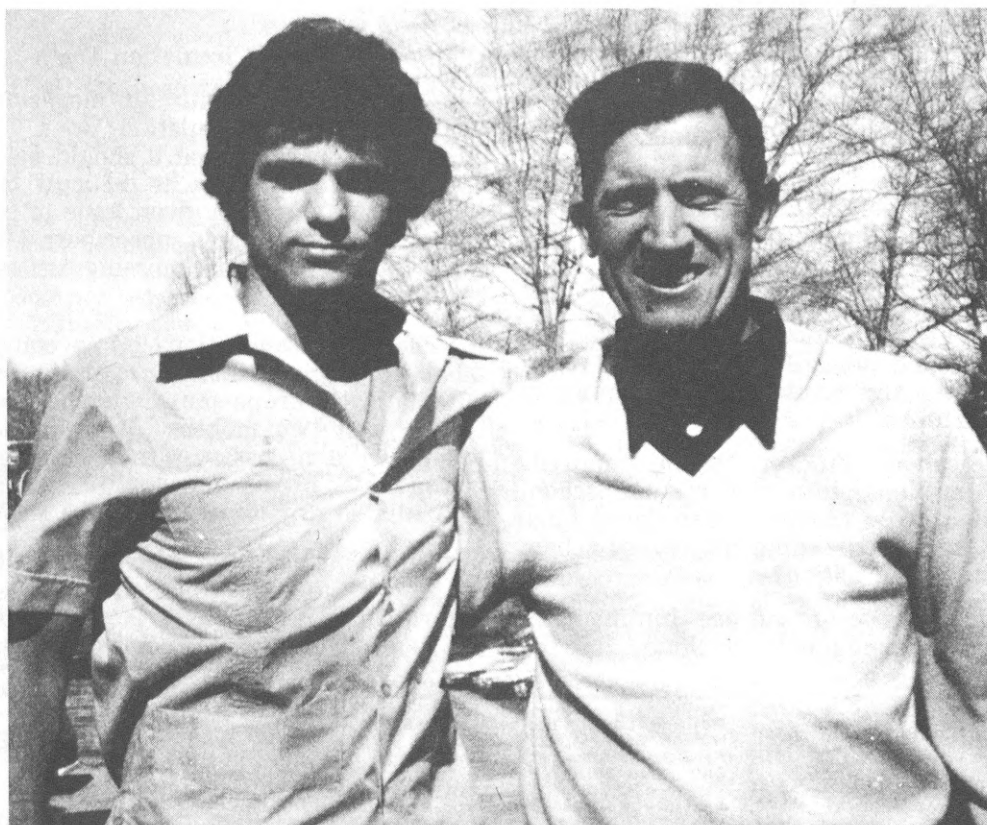
THE NATIONAL MAGAZINE FOR ALL THE DEAF

Super Prep Athlete . . .

**Pennsylvania's Mike Paulone**

**MAY**

**1977**



(See Sports Section)

**THE YOUNG PSD DA VINCI**—Mike Paulone of Pennsylvania School for the Deaf (Mt. Airy) is the first deaf prepster to be rated both football and basketball "Player of the Year" honors in the same academic year. With him is PSD Basketball Coach and Athletic Director Erv Antoni, who is now dean of deaf prep basketball coaches with a 28-year tenure. Paulone is a Deaf All-American in football, basketball and track and would be Deaf All-American in baseball if there were such a thing. He is president of his senior class at PSD. He will represent the United States as a high hurdler in the upcoming World Games for the Deaf in Bucharest, Romania, July 16-26. And he will enter Gallaudet College as a **freshman** this fall. He has two older sisters, both of whom are also deaf since birth.

# The Editor's Page

## Another Guest Editorial . . .

Another editorial from a daily newspaper (last month we had one from the Flint Journal) is worthy of space. The Indianapolis Star had this one in its May 9 edition—commenting on the signing of Section 504 of the Vocational Rehabilitation Act of 1973 and implications of Public Law 94-142:

### Cruel And Wrong

The general drift of the Health, Education and Welfare Department "help the handicapped" program, following the pathetic public demonstration by crippled persons in Washington, could prove cruel and wrong.

The motives of the authors of this \$2 billion to \$10 billion program are highly questionable.

A principal aim of the scheme reportedly is to "integrate" handicapped persons with the general school communities of the nation, supposedly to keep them from being cheated of relationships with normal pupils.

Schools throughout the nation would be remodeled to accommodate the change.

What is being overlooked in this proposal is that pupils with special problems need special education to compensate for their deficiencies and sharpen their talents. The blind need Braille, the deaf need lipreading, the legless and armless need training in the use of artificial limbs.

To dump handicapped children by the hundreds of thousands, or millions, into the regular school system would undoubtedly create a need for a huge new bureaucratic growth extending into every school in the country and costing billions.

Planners behind this proposal are hinting that the mentally retarded should be included in the

program. This would push the cost toward the \$10 billion mark or higher.

It is irrational, even vicious, we believe, to propose the dismantlement of dedicated special schools such as the Indiana School for the Blind, the Indiana School for the Deaf, Noble School and others that have made such remarkable records in teaching handicapped individuals how to cope with life in the community at large.

The winners in this scheme no doubt would be the politicians and bureaucrats who dreamed it up.

The losers would be—besides the taxpayers and the pupils whose school would become handicapped training centers—the handicapped themselves.

### Circulation Woes

As is the case with all magazines, THE DEAF AMERICAN has circulation woes. First, the total circulation is never what it should be—goalwise. Second, fluctuations make it difficult to determine the number of copies of a given issue to print—the "press run." Third, so many subscribers let their subscriptions lapse but expect missing issues when they do renew.

The DA subscription list is computerized; when labels for a given month are prepared, the computer automatically drops those who have failed to renew. In the past two months (March and April) 289 deletions were necessary. Included were 25 members of the Order of the Georges, 101 Advancing Members or affiliated organizations and 10 schools or libraries.

The point has been reached that it may no longer be possible to supply missed issues, even if payment is forthcoming, because of the cost of such service and the shortage of available copies. Please cooperate.

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# Teaching Deaf Students How To Purchase And Use Interpretation Services

By ROBERT M. INGRAM<sup>1</sup>

George C. Marshall, Research Associate  
Audiologopedic Research Group and Institute for Linguistics  
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## Abstract

Consumer education is becoming more widespread in the United States, but there is no systematic program for the education of deaf students in the purchase and use of interpretation services, services which will be of paramount importance to them as adults. The need for such consumer education about interpretation services is pointed out, and suggestions are offered for the content and organization of such a program of consumer education. An outline is given of an out-of-class project to test students' understanding of the material presented in the proposed course.

The rights of consumers have attracted widespread attention in recent years. Government agencies have been established at all levels to protect these rights, and programs have been initiated to inform consumers about the exercise of their rights. Consumer education has become readily available, and in some cases required, in public and private schools, including schools for the deaf. Yet, little or no attention has been given to educating deaf students about a service which is of prime importance to them as consumers: the purchase and use of interpretation services, including oral interpretation as well as manual and oral/manual interpretation.

When a deaf student leaves an educational program, he very likely goes to a vocational rehabilitation counselor for assistance in finding a job. Whether he is placed in a vocational training program or goes on for further education in a college or university, he most probably will use interpretation services at some point in the rehabilitation process. He will be a consumer of interpretation services at his club for the deaf (when there are hearing speakers), at church, or via television. There is a 90 per cent chance that his children will be hearing (Basilier, 1973; Mindel and Vernon, 1971; Rainer, et al., 1963; Remvig, 1971; Schein, 1968), and he will face the question of whether to use his hearing children as interpreters.

His children may even take up interpretation as their own vocation.

At California State University at Northridge, one of the largest providers of interpretation services in the United States, Murphy (in press, p. 143) reports that the deaf students who come to them frequently "do not know how to use an interpreter, sometimes misuse an interpreter or have unrealistic expectations of the interpreter in some way"—all due to a lack of prior experience with and education about interpretation. The consequence is that university personnel must assume the responsibility of educating these deaf students about the proper use of interpretation services before they can proceed to give them the education for which they have come to the university in the first place.

The question remains: Why wait until these deaf students leave school and enter the market place? With the rapid spread of total communication and mainstreaming, interpretation services are being provided to children as young as three years of age. Then is the time for consumer education to begin. A comprehensive curriculum for educating deaf children and students has not yet been developed,<sup>2</sup> but the ideas which follow in this paper should serve as a guide to the construction of such a curriculum.

The profession of interpretation is a far cry from what it was 20 years ago, or even two years ago. The interpreter can no longer be described as a hearing child of deaf parents—occupation: housewife, minister or teacher of the deaf—who volunteers his (or her) services part-time to "help" deaf persons with their problems (Ingram, 1975). Interpretation is rapidly developing into what is at the same time a highly sophisticated science and art as well as a skill (Ingram, in press (b), Murphy, in press).

Interpreters have begun functioning not as "helpers" but as facilitators of communication, focusing not upon the handicap of deafness but upon the handicap held to equal disadvantage by hearing persons as much as by deaf per-

sons (Clark, 1976). "Interpreter for the deaf" is a misnomer; a more accurate title would be "interpreter of all communication systems (oral and written as well as manual) used between persons who are hearing and persons who are deaf." We retain the misnomer only for the sake of simplicity.

The National Interpreter Training Consortium (NITC) provides basic training for interpreters, but more advanced training than is available through the NITC has become essential. Consequently, programs leading to the bachelor's degree in interpretation have been announced at at least three colleges (Madonna College, Livonia, Mich.; Maryville College, Maryville, Tenn.; University of Wisconsin at Milwaukee), and programs leading to the associates degree are offered at no less than half a dozen colleges. These numbers are certain to increase. To ensure quality in these programs, it is incumbent upon the Registry of Interpreters for the Deaf (RID), Inc., to enact a system of accreditation (or approval) of training programs, facilities and personnel.

Despite the increasing number of practicing interpreters, demand continues to exceed supply. Legislation mandates the provision of interpretation services in judicial proceedings in at least half of the states, including several states with special commissions on the deaf. A bill now before Congress, the Bilingual Courts Act, would provide for interpreters in all Federal courts and perhaps lesser courts as well. Another bill would provide for interpreters for deaf persons in Federal employment.

Interpreters are becoming more specialized, better educated, more aware of their roles as professionals and more numerous. While these developments are applauded by deaf leaders generally, some are concerned, rightly so, that deaf consumers may not be prepared to adapt to the changing role of interpreters (Ingram and Domingue, forthcoming). The answer to these concerns is consumer education, preferably while the potential (or real) deaf consumers are still in the lower grades in school, but certainly by the time they reach high school.

The instructor of consumer education should be a certified interpreter—preferably one holding the Comprehen-

<sup>1</sup>The author wishes to acknowledge the substantial contributions of Thomas Goulder, St. Elizabeth's Hospital, Washington, D.C., in the development of certain notions contained in this paper, particularly with regard to the contracting of interpretation services. The author is, however, solely responsible for the paper and any shortcomings there may be in it.

<sup>2</sup>A curriculum to educate deaf adults about interpretation services is being developed by the National Interpreter Training Consortium. Further information may be obtained from Willard Madsen, Sign Language Programs, NITC, Gallaudet College, Washington, D.C.

advice of an attorney should, of course, be sought before such drastic action is taken.

Consumer education for deaf students should not be confined to the classroom. The following out-of-class project would supplement well the classroom lectures and discussions. The class would be divided into three groups, as evenly balanced as possible in terms of age and educational achievement. All three groups would be given the same assignment, a task to be performed away from the campus and requiring considerable contact with hearing persons, e.g., a simulated job interview or public forum. Groups A and B would be assigned interpreters and would have to negotiate contracts for interpretation services. Unknown to the students, however, one of the two groups would be supplied an interpreter who would deliberately distort and abuse his role as a channel of communication, while the other group would have an interpreter who performs his work with the utmost in professionalism. The third group, Group C, would carry out their assignment without an interpreter. Upon completion of the assignments, the three groups of students would report on their activities and discuss the pros and cons of interpretation services from the consumer's point of view.

There is much more that schools for the deaf can do to educate deaf students in the proper use of interpretation services. In most residential schools for the deaf there is sufficient need for a full-time interpreter, not only for on-campus activities but for greater interaction between the students and the community at large. Rather than using teachers and dormitory personnel for these interpreting assignments, school administrators would do well to create those new full-time positions and hire qualified interpreters to fill them. In this way, students can learn more about interpretation from first-hand experiences.

I have tried to develop certain key notions in this paper:

1. The need to educate deaf persons about their rights and responsibilities as consumers of interpretation services is real and immediate.
2. This consumer education should begin while the deaf persons are still in school, preferably in the lower grades.
3. Teaching deaf students to use interpretation services properly is an important step in helping those deaf students to develop strategies for other positive social interactions.

As better educated consumers of interpretation services, deaf students can begin to educate other deaf persons and even hearing persons in the proper use of these services. And, as deaf consumers become more aware of what they have a right to expect from inter-

preters and become more insistent about receiving quality services, the calibre of interpretation services will indeed rise, to the greater benefit of deaf persons and all consumers of interpretation services. Education in the proper purchase and use of interpretation services in schools for the deaf is a vital need for today.

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# Extending Public Services To The Deaf

## The Case of the Texas Department of Public Welfare

By JOHN F. KERR

Large organizations are notorious for their insensitivity to the plight of the few and the powerless. Often it seems that nothing short of a lawsuit or an avalanche of bad publicity can focus the attention of the bureaucratic powers-that-be on inequities that need some looking into.

But there are other, gentler ways of bringing about change. If a commitment to caring is already there, sometimes all it takes is a conversation.

It happened that way with the Texas Department of Public Welfare (DPW) in Austin. With a billion dollar annual budget and 15,000 employees, DPW is responsible for administering the major social, medical and financial services programs under the Social Security Act along with food stamps. Even without going to look for them, DPW has more than a million clients.

Access to these services (including Medicaid and Aid to Families with Dependent Children) involves knowing what is available and where to go to get them. It also means enduring the eligibility determination process with its myriad complex forms, probing interviews, demands for documentation and sitting in waiting rooms.

Fran Herrington, a personnel officer in DPW's state headquarters, was acutely aware of the enormous problems faced by potential deaf clients. She learned to sign her first word "in the cradle" from her deaf parents and grew up in a family that included nine other deaf relatives.

Occasionally, she received desperate calls from workers in local DPW offices who had encountered deaf persons trying to apply for services or simply trying to find out what was available. This usually meant racing out to a waiting room to act as interpreter between a confused, embarrassed deaf person and a frustrated social worker late for the next appointment. It was an unhappy situation.

In June 1975, she called Homero Rodriguez, DPW regional administrator of the 30 counties that included Austin (Travis County), and explained the plight of deaf clients, suggesting that perhaps some systematic way to alleviate it could be found.

Rodriguez surveyed the Austin caseload and was shocked to discover only four deaf persons receiving DPW services in Austin. Although the size of the deaf population was not known, he considered the minute percentage a "red flag" since Austin was the location of the state's school for the deaf and was generally thought to have a larger than usual deaf community.

He assigned two graduate social work

students to study the situation and make recommendations for extending services to the deaf. Submitted in mid-August, the report emphasized the isolation of the deaf and called for thorough development of any program prior to outreach efforts in the deaf community to avoid the alienation and disaffection that would surely result from generating expectations that could not be met.

Simply hiring outside interpreters, according to the report, was not going to solve the problem. Without an intimate knowledge of the various DPW programs, an interpreter was likely to be as confused as the client.

The report also pointed out that working with the deaf takes two to three to five times as long as with the hearing. Communication skills vary considerably among the deaf and DPW clients would tend to be those with the least education and the least developed facility in sign language.

With the approval and encouragement of Welfare Commissioner Raymond Vowell, Rodriguez decided to act on the report. His goal was simply stated: to minimize the isolation of potential deaf clients as far as DPW was concerned.

With virtually no substantive knowledge about deafness in general or about the characteristics of the local deaf population in particular, the commitment was essentially open ended. That is, we obligated ourselves, as far as funds permitted, to meet some of the needs of the deaf without really knowing the nature or extent of those needs. There were many unknowns, but the operating hypothesis, that potential deaf clients were missing out on services because of their deafness, was correct.

Initial exploration of the staff revealed three potential obstacles to service availability: a credibility gap, inter-agency cooperation and the persistent problem of communication. These obstacles would probably be faced by any agency planning to extend services to the deaf community for the first time. For that reason it might be helpful to examine how the Welfare Department attempted to overcome them over an 18-month period.

### The Credibility Gap

There exists among the deaf population (at least that portion of it that we encountered) a measure of distrust of the hearing world and substantial skepticism towards agencies providing public services.

It seems to be a feeling born of shared identity ("us" versus "them") and per-

Mr. Kerr is a regional information officer with the Texas Department of Public Welfare.

haps a collective reaction to a difficult or humiliating experience suffered by a deaf person at a particular agency, accounts of which spread quickly and convincingly through the well-known and formidable "grapevine" of the deaf. Whatever its source, this lack of trust can stymie any services delivery project by simply preventing clients from showing up.

Deaf people seem to know, better than most, that talk is cheap. Consequently, the only way to gain acceptance among them is to act in good faith. For its part, DPW did the following:

1. Hired a full-time, salaried Coordinator of Services with the Deaf and a support staff.

2. Established an Advisory Committee to the project consisting chiefly of deaf leaders, including the president of the Texas Association of the Deaf, and trusted representatives of deaf-oriented agencies. In addition to articulating the needs of the deaf poor, the committee alerts DPW to serious incidents involving individual clients. This is crucial; without such a feedback mechanism, many cases of ineptitude, insensitivity or misunderstanding might never be noticed or corrected by the agency but would persist as painful memories among the deaf.

3. Hired and trained caseworkers skilled in sign language. To insure acceptability in the deaf community, a screening committee composed of two deaf leaders and a certified interpreter evaluated each DPW-approved applicant. The criteria were fluency in manual communication (including familiarity with the local "vernacular"), empathy towards deaf people, understanding of local resources and problems and experience. Nearly 30 applicants were screened; four were chosen.

4. Adapted programs to meet the special needs of deaf clients. For example, we learned that there was a need for day care for deaf children and especially for hearing children of deaf parents. We contracted with a non-profit, child-oriented agency to provide this service (including staff with experience in working with deaf clients and facility in sign language) without charge to low-income families.

5. Assisted in meeting the larger needs of the deaf community. The deaf leaders on the Advisory Committee had expressed concern about the lack of suitable nursing home facilities for the deaf which resulted in even further isolation for the patients. Through the project, word reached the head of a Dallas firm that owns many nursing homes. He became interested in the idea of a nurs-

ing home for the elderly deaf, built one, and expects to start operating in May 1977.

One measure of credibility is the size of the caseload. In Austin the deaf caseload rose from 4 to 169 persons in less than 10 months.

### Inter-agency Cooperation

Public and private agencies have a tendency to stake out certain kinds of activities as their "territory" and feel threatened by the encroachment on that territory of other agencies. Not surprisingly, DPW, very much a late-comer in the area of deaf services, was greeted with more reserve than enthusiasm by a number of agencies which had long worked with the deaf community. Some of this feeling no doubt stemmed from skepticism about the depth of our commitment to deaf people and our ability to deliver the goods. And since most agencies, even the private ones, draw on the same limited pool of financial resources, the arrival of a particularly large agency could easily be viewed with alarm.

The full cooperation of these agencies was necessary because of their ability to make or withhold referrals of clients in need of services and their power to diminish the credibility of any new project.

To begin with, several representatives of other agencies were invited to join the Advisory Committee, which they did. We then sought to complement the ongoing programs with our own projects, sometimes via a contract with the agency (a very meaningful way to demonstrate respect for its particular competence). For example, the Texas School for the Deaf was faced with the problem of children who were unable to return home for holidays when the school is closed. We recruited foster homes for these special occasions. We also set up a free medical screening program at the school.

An attempt was made to keep other agencies informed about what we were trying to accomplish and to solicit their advice. During a six-month period, the project coordinator held 45 meetings with local agencies. This combination of common sense and common courtesy has resulted in a greatly increased referral rate and more contracts awarded to more agencies.

### Communication

Reduced language acquisition and impaired communication are obviously the most devastating aspects of deafness. This posed a special problem for the welfare department because most of its casework is so heavily verbal.

For example, food stamp applicants are asked to list financial resources. "Resources" does not translate very well into sign language. It is necessary to break such generic terms into simpler, more familiar concepts. But workers have found it extremely difficult to

break down "stocks and bonds," and "certificates of deposit" is considered virtually impossible (many deaf clients are unable to read).

The problem is difficult, but with patience and trust on both sides, communication is taking place. Special training is planned for workers who handle the deaf caseload to enable them to deal with those clients with minimal communication skills. All DPW staff will receive training to sensitize them to the problems faced by the deaf.

To get word to the deaf community about our programs, we are relying on established communication channels. Including deaf leaders in all phases of the project, for example meant immediate and effective access to the "grapevine." We have also placed articles in *The Deaf Texan*, the statewide newsletter of the Texas Association of the Deaf, as well as in the newsletter of the local club for the deaf. Flyers, posters, letters and pamphlets, all screened by deaf editors to insure their comprehensibility, have been distributed to locations frequented by the deaf.

We have also tried some new media, such as programs on community access television and slide shows. Face-to-face contact is considered extremely important; we are trying to free workers to spend more time among the deaf community in their clubs, at their meetings, in their homes.

So far, we consider the project a success. The future holds expanded and improved services, not only in Austin but across the state. Several cities have already studied our project and are implementing their own. We are planning to sponsor social work interns from Gallaudet.

In Austin, we are studying the possibility of adding a deaf caseworker to the project and recruiting volunteers to provide transportation, act as tutors and be "friendly visitors" in nursing homes.

We are also working on changing DPW policies and forms to make them more amenable to the deaf. For example, we have pushed a revision of child welfare procedures that would require an interpreter to be present in all protective services cases involving the deaf.

We have come a long way and are encouraged by what we have accomplished. But looking back, we wonder why it took so long to begin.

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## Texas Education Agency

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March 23, 1977

Mr. Jess M. Smith, Editor  
THE DEAF AMERICAN  
5125 Radnor Road  
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Dear Mr. Smith:

I appreciate and commend you upon the prominent and thoughtful attention you have devoted to priorities within your February issue.

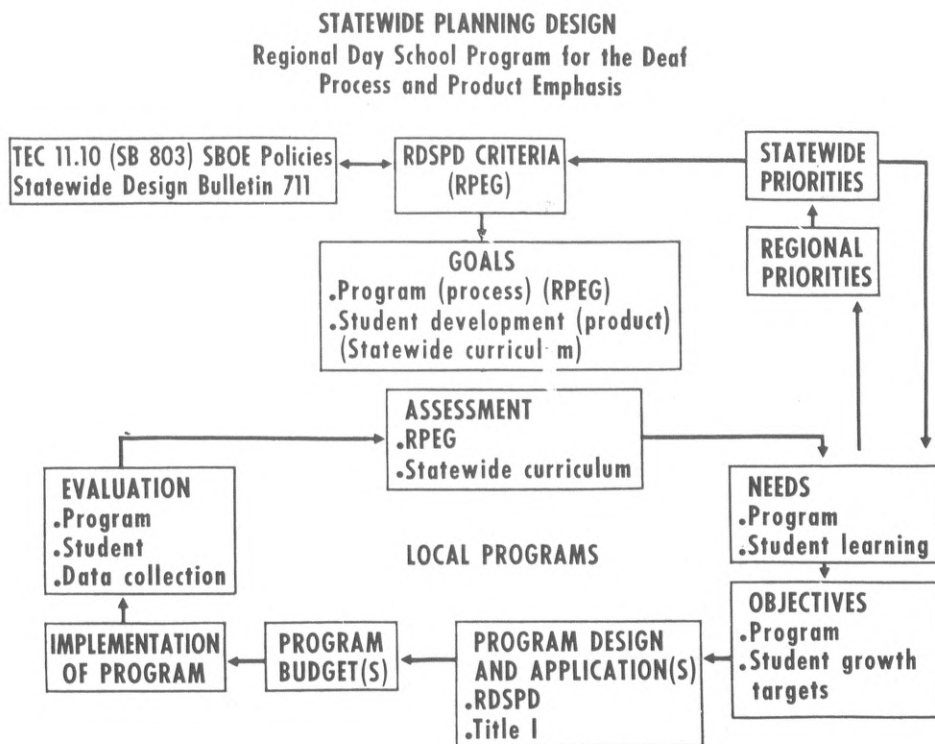
It's been said that if resources were unlimited, there would be no need for sets of priorities. We could simply do everything that needs to be done. Certainly in terms of bettering social conditions, education, and other opportunities for deaf people, however, there has always been, and probably always will be, a substantial shortfall of necessary resources

to do all that is needed. Thus it is so very important for all who are involved to identify, articulate, and move together toward meeting those important priority concerns they share.

Within the Texas Education Agency's Regional Day School Program for the Deaf, we have been working through local schools and with the assistance of deaf persons, parents of deaf children, and concerned professionals to set annual priorities since the statewide program began in 1975. Not only have these priorities helped us to keep our entire staff on track in doing what needs to be done, but also the formulation of priorities has proven to be very helpful in educating key publics to the current needs of deaf scholastics and in keeping interested people apprised of the progress being made within the regional program.

I believe that you—and perhaps even your readers—will be interested in the enclosed statement of 1977-78 educational priorities for deaf children within Texas.

Sincerely,  
Gary A. Curtis  
Director of Education for the Deaf



### Texas Education Agency Regional Day School Program For The Deaf

#### Priorities: 1977-78

Each year priorities are formulated to improve the education services available through regional day school programs for the deaf. Into the management cycle, depicted on the following page, go comprehensive planning considerations: the legal mandates of the State Legislature; the policies of the State Board of Education; goals adopted for public schools in Texas; standards of good professional practice; and systematic analyses of individual program needs and learner outcomes. From the process come priorities: a set of timely and manageable objectives, established at local, regional, and state program levels, upon which scarce resources may be so con-

centrated as to achieve the most cost-effective educational benefits possible for hearing impaired pupils and their families. Not all emergent program needs can be fully or immediately met, but the record clearly shows the tangible progress being made. Before looking at current priority areas, a brief review of this record will be helpful.

*Year One: 1975-76* was the first school year for regional day school programs for the deaf. Building upon the well-established countywide day schools for the deaf, and following more than a year of advance planning, a new state and local partnership was forged, a partnership which brings better education to deaf children within or near to their home school districts. Existing services were improved and expanded. New programs were created in unserved or underserved areas. Enrollments rose sharply as deaf children were identified

and assessed in school districts across the state, and then placed in suitably equipped programs, appropriately staffed by educators of the deaf.

Priority concern in the first year focused upon building a solid structural foundation to guarantee that the program's components functioned together harmoniously and effectively within secure educational settings. With an eye toward efficiency, an independent study of the program's administrative structure was commissioned, and its results were incorporated into program planning. A coordination system was developed to assure a smooth flow of information between programs and to foster mutually supportive relationships with key publics and institutions. Concepts of planning, budgeting, and evaluation were installed so that administrators would be kept alert to evolving opportunities for constant program in-



volvement. The *Regional Program Evaluation Guide* was developed to permit uniform and detailed reviews of the strengths and weaknesses of individual programs. It was anticipated that this first year planning emphasis upon perfecting good processes would swiftly lead to the proper centering of concentration on the planning and achievement of learner goals in the classroom.

**Year Two:** During 1976-77, the results of careful planning in the prior year began to pay off. Budgets became more attuned to priorities. Although enrollments continued to rise, costs for the individual pupil were reduced, thus enabling the program to serve more eligible children with fixed available funds. Salient educational data were collected on each pupil to aid in programming

decisions and in long-term analysis and planning. Supplemental Federal funds, available under P.L. 89-313, Title I, were used more effectively in support of the entire program and were better coordinated with the basic funding supplied by the state. Significant progress was made in meeting high priority needs. Curriculum had been determined the most pressing concern of teachers of the deaf throughout Texas. By providing intensive curriculum training to 100 select professionals from around the state, who later taught local and regional curriculum workshops, the State-wide Curriculum Project generated 35,000 working hours of curriculum training for 1,500 teachers and supervisors. Staff development was itself a major priority. To meet this need, opportunities for staff were enhanced through a series of ac-

tivities: curriculum training packages, regional conferences, local workshops, expanded consultative services, self-contained study materials, and summer inservice training and college courses at Camp TRAIL. In another high priority area, noteworthy progress was made in establishing improved supportive services for parents of school-age deaf children. Financial constraints, however, continued to impinge upon efforts to improve services to multihandicapped pupils, early detection, and the provision of services to parents of deaf infants and children under three years of age.

Enrollment statistics underscore the dramatic expansion of services to deaf children that has occurred since the advent of the regional program.

#### ENROLLMENTS OF HEARING IMPAIRED SCHOLASTICS

Countryside Day Schools (11 Programs) 1974-1975	Regional Day Schools (52 Programs) 1975-1976	Regional Day Schools (49 Programs) 1976-1977	Regional Day Schools (53 Programs) 1977-1978 (Projected)
1,478 Students	3,159 Students	3,749 Students	4,000 Students

These figures also display the anticipated leveling off of the enrollment rise as the program has matured. The vast majority of deaf children in Texas have now been identified and appropriately placed. Massive screening efforts were undertaken in 1975 and 1976 to identify these children and achieve these results. Regional offices of education for the deaf worked cooperatively with special educators, school districts, education service centers, the medical profession, speech and hearing clinics, and volunteer organizations to find children with hearing problems. Within one region alone, statistics reveal that 141,277 children were tested during the school year; 7,124 received follow-up hearing testing; 1,557 were referred for more complete audiological workups; 1,497 were referred for medical attention; and 318 were returned to regular education after their hearing problems were fully remediated by successful medical interventions. Additionally, hundreds of children were returned to regular education on a full-time basis after periods of intense special education service.

**Year Three:** Attention to the priorities for 1977-78 will build upon the past years' gains. A justified pride can be taken in the good results so far achieved, and new energy and enthusiasm brought to the challenges and opportunities awaiting effective action. Just as some former high priorities have diminished in urgency, others have become more compelling. As priorities are examined afresh each year, these shifts in concentration indicate the vitality of the program renewal process.

The statewide priorities listed below provide a useful and concise summary of concerns most needful of attention across the state in the 1977-78 school year. They

invite coordinated use of resources and cooperative planning wherever practicable. It should be noted, of course, that these priorities are not necessarily congruent with an individual program's most pressing needs. Important differences between regions and the needs of individual programs tend to be submerged when considering state priorities. Thus, the chief budgeting tool of the individual regional day school program for the deaf is its own needs assessment and individual set of priorities, complemented by regional priorities and regional service strategies. Nonetheless, the following priority areas are those most widely shared at this time by programs across the state.

#### Priority Area: Personnel

Personnel to round out the staffing patterns of regional programs emerges for the first time in 1977-78 as a major, discrete priority. Successful recruitment of qualified teachers of the deaf has been an essential ingredient, of course, to expanding services over the past two years. Some programs, however, especially in nonurban areas, continue to experience difficulty in filling available teaching positions. A more widespread concern lies in the area of specially qualified supportive staff: lead teachers, itinerant teachers, counselors for pupils and parents, teacher aides, classroom interpreters, diagnostic personnel, and other support staff. Training in curriculum during the past year and the state and federal emphasis being accorded to developing individualized educational plans for students have especially highlighted the needs of many programs for educational diagnosticians and psychologists. Whether employed as staff or available as consultants, assessment personnel who are knowledgeable and experienced in assessing

the educational needs of deaf children are needed. Budgeting for needed personnel should be done through regular program applications. Aside from funding, better recruitment procedures, interchange of information on available positions, and liaison with university training programs should aid in meeting these personnel needs.

#### Priority Area: Pupil Appraisal

A corollary to the aforesaid need for diagnostic and assessment personnel is the high priority attached to improving pupil appraisal services. This priority encompasses several important elements besides the recruitment and efficient utilization of diagnostic personnel. Efforts are needed to systematize and streamline appraisal processes; to involve parents effectively in educational planning; to tie all appraisal data, follow-up planning and review to clear educational goals specified within a curricular continuum that accurately mirrors the pupil's educational development; and to address key aspects of the appraisal processes through inservice training. Although most of these needs should be met under regular state program applications, innovative projects may be considered for P.L. 89-313, Title I, funding. Developmental work on appraisal packages, cooperative team appraisal approaches, and relevant staff development activities are examples of potentially useful projects.

#### Priority Area: Facilities

Although serious local and state attention has been devoted to negotiating stable and satisfactory school facilities for programs, progress has in many places been hindered by fiscal constraints and the long-term capital investment considerations frequently involved. Adding to the difficulty is the position of the Texas Education Agency

that state law is equivocal on the issue of state funding for capital improvements and new buildings. Whereas Senate Bill 803 indicates that funding assistance for facilities is a proper state responsibility, other sections of the law pertaining to the Foundation School Program fix school districts with this responsibility. Patient and persistent negotiation between local and state officials continues to be necessary to relieve this high priority need. School districts are encouraged to make optimal facilities available to programs and to counsel with regional superintendents concerning their planning constraints.

#### **Priority Area: Services for Multihandicapped Students**

Improving services for multihandicapped deaf students has become an even higher priority of regional day school programs for the deaf for the 1977-78 school year. These services, though costly, are clearly a state funding responsibility. The Texas Education Agency has recommended to the State Legislature that additional monies be appropriated to more adequately address the need. Pending action of the State Legislature, these services should be included in regular program applications. However, prospective Title I projects addressing innovative approaches to this priority can also be given consideration because of the complexity of service arrangements frequently involved.

#### **Priority Area: Transportation**

As a result of inflation in transportation costs, concern with this priority has become more acute. Providing suitable transportation services for children with the low incidence handicap of deafness is a frequently difficult but essential element of the regional approach to educational services. Since programs serve large geographic areas and endeavor to keep the length of time children must ride buses within reasonable bounds, costs are affected. More importantly, however, transportation services are essential despite the cost factor and stand in relation to day school programs just as dormitories and living facilities stand to residential school programs. State allocations seek to adequately support transportation of children in the program; however, local programs are urged to utilize fully their existing vehicles and to amortize equipment expenses on annual budget requests rather than asking outright reimbursements for capital equipment having several years' life.

#### **Priority Area: Parent Services (0-3)**

Counseling, orientation and aid to parents of newly discovered deaf infants and young children (0-3) are clearly mandated in Senate Bill 803. Progress in developing these services has been slowed by financial constraints and the lack of an early detection and referral system. The Texas Education Agency has recommended to the State Legislature that additional appropriations be

made available for early detection and related parent service efforts. Professionals concur and achievement data lend substantiation that increased emphases in these priority areas will pay dividends in future educational achievement of deaf children. Supplementary use of Title I funds may be considered to augment regular program efforts.

#### **Priority Area: Early Detection**

Hearing screening for school-aged children is a long-standing activity of local schools being actively encouraged and assisted by the Regional Day School Program for the Deaf. Mounting systematic efforts to identify hearing impaired infants and very young children, on the other hand, is a widespread priority among programs. Innovative and cooperative projects aimed at this priority may be given Title I consideration. The Texas Education Agency has recommended to the State Legislature that additional monies be appropriated that can be targeted toward meeting this priority.

#### **Priority Area: Parent Services (3-21)**

Benefits from actively involving parents in planning, reviewing, and assisting in their children's education are well known to educators of the deaf. Much progress has been made during the 1976-77 school year in improving services to parents of children 3-21, but it remains a priority improvement area for 1977-78. These services should be provided through regular program applications.

#### **Priority Area: Staff Development**

Staff development opportunities were substantially expanded during 1976-77. The priority still attaching to this area

of need indicates that ongoing efforts must be sustained and, where possible, expanded. Moreover, careful planning is needed to assure effective linkage of inservice training to substantive areas of programming concern, e.g., appraisal services, services for the multihandicapped, parent services, curriculum, vocational and career education, etc. Supplementary use of Title I funds may be considered in conjunction with regular program efforts in this area.

#### **Priority Area: Instructional Supplies and Equipment**

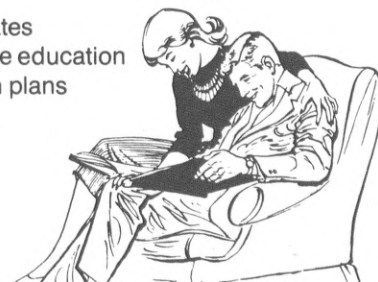
Allocations for instructional supplies are being set for 1977-78 at levels to assure that programs will receive adequate funding for these essentials in their regular program applications. Higher requests, when well justified, can also be approved. Auditory training equipment also remains a need within some programs that should be met under regular program applications.

\* \* \*

Within budgetary constraints and subject to the pending appropriative actions of the 65th Texas Legislature, these 10 priority areas, then, shall guide the Regional Day School Program for the Deaf in its third program year and provide a benchmark by which to gauge continued progress. Program supervisors across the state also believe that the statewide work on curriculum development and training, funded primarily from P.L. 89-313, Title I, needs to be continued as planned, and that increased attention needs to be applied to vocational and career education sequences and secondary education programs for deaf students.

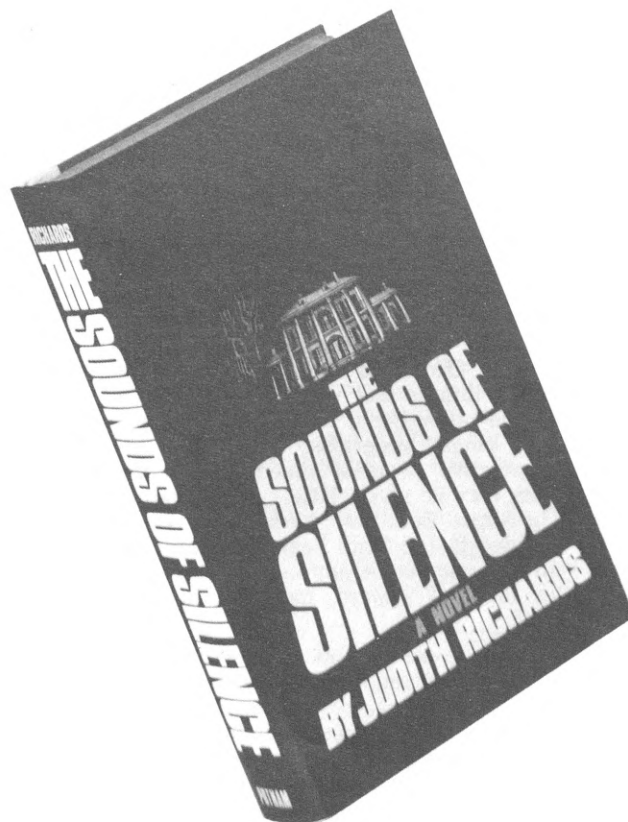
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## TTY Bill Introduced On Capitol Hill

In April, 1977, Congresswoman Gladys Spellman (D-Md.) introduced a bill in the United States House of Representatives that requires Congress and the Federal government agencies be open to receive questions from hearing impaired people using the telephone. This means that the government would have to buy and use telecommunication devices (TTY, TVphone, MCM (etc.)). If this bill, H.R. 6711, becomes a law, it would greatly increase participation/access of deaf citizens to all levels of government.

The bill provides for telecommunication devices being installed at offices of Federal, state and local governments and members of Congress. Congress would then accept the general policy of providing deaf persons with greater access to all levels of government.

At least five Federal agencies would have telecommunication devices in their Washington, D.C., and regional offices. These agencies would be carefully selected by the Secretary of Health, Education, and Welfare and would be agencies that are of the most service to hearing impaired people. Among these agencies would be the Department of Health, Education, and Welfare, Department of Labor and the Internal Revenue Service.

The act would also require the installation of TTYs in at least 100 other locations which would be available for deaf people to use to call the Federal agencies, so the government would be helping deaf people in both ends of the communication. For example, a local library could get Federal help in buying a TTY that could be used in two ways. The library could get calls for library information or a deaf citizen could come to the library and use the TTY to call the Congressperson or the local Internal Revenue Service office.

Special telephone rates would be set that limit the cost of a TTY call to the same as a call without a TTY. So deaf people would pay the same for a call to the government as hearing people do.

Another part of the bill gives the Secretary of Health, Education, and Welfare the authority to make grants to any

state or local government that wants to install and use a TTY in their government office. The Department of Health, Education, and Welfare would give grants to cover 75 percent of the cost of installing and operating the telecommunication device.

The last section of the bill requires that a TTY be installed at the central switchboard at the United States Capitol in Washington, D.C., and, on request, in a Congressman's office.

H.R. 6711 has now been sent to two committees in the House of Representatives. Each committee must be urged to hold hearings on the bill. The two committees are Government Operations and House Administration.

It is very important that members of the committees and your Congressperson know how much hearing impaired people want H.R. 6711 to become a law.

Write to your Congressperson today and ask him to co-sponsor the bill and vote for its becoming a law.

\* \* \*

The National Center for Law & and the Deaf and the National Association of the Deaf have worked closely with the Congresswoman Spellman in developing this bill. We feel that it is a strong one and deserves your support.

### House Committee

#### Government Operations

Jack Brooks, of Texas.  
L. H. Fountain, of North Carolina.  
John E. Moss, of California.  
William S. Moorhead, of Pennsylvania.  
Dante B. Fascell, of Florida.  
Benjamin S. Rosenthal, of New York.  
Fernand J. St Germain, of Rhode Island.  
Don Fuqua, of Florida.  
John Conyers, Jr., of Michigan.  
Leo J. Ryan, of California.  
Cardiss Collins, of Illinois.  
John L. Burton, of California.  
Richardson Preyer, of North Carolina.  
Michael Harrington, of Massachusetts.  
Robert F. Drinan, of Massachusetts.  
Barbara Jordan, of Texas.

#### What to do:

1. Find out the name of your Congressperson.
2. Write him/her a letter saying that you support H.R. #6711 and your reasons for that support.
3. Read the list of committee members below.
4. If there is one from your state, ask him/her to support H.R. #6711.
5. In your letter give examples of how the government having TTYs could help you.



Congresswoman—Gladys Spellman (D-Md.)

Glenn English, of Oklahoma.  
Elliott H. Levitas, of Georgia.  
David W. Evans, of Indiana.  
Anthony Toby Moffett, of Connecticut.  
Andrew Maguire, of New Jersey.  
Les Aspin, of Wisconsin.  
Henry A. Waxman, of California.  
Jack Hightower, of Texas.  
John W. Jenrette, Jr., of South Carolina.  
Floyd J. Fithian, of Indiana.  
Michael T. Blouin, of Iowa.  
Peter H. Kostmayer, of Pennsylvania.  
Ted Weiss, of New York.  
Frank Horton, of New York.  
John N. Erlenborn, of Illinois.  
John W. Wydler, of New York.  
Clarence J. Brown, of Ohio.  
Paul N. McCloskey, Jr., of California.  
Charles Thone, of Nebraska.  
Garry Brown, of Michigan.  
Joel Pritchard, of Washington.  
Thomas N. Kindness, of Ohio.  
Robert W. Kasten, of Wisconsin.  
Tom Corcoran, of Illinois.  
J. Danforth Quayle, of Indiana.  
Robert S. Walker, of Pennsylvania.  
Arlan Stangeland, of Minnesota.  
William M. Jones, General Counsel

#### Administration

Frank Thompson, Jr., of New Jersey.  
John H. Dent, of Pennsylvania.  
Lucien N. Nedzi, of Michigan.  
John Brademas, of Indiana.  
Augustus F. Hawkins, of California.  
Frank Annunzio, of Illinois.  
Joseph M. Gaydos, of Pennsylvania.  
Ed Jones, of Tennessee.  
Robert H. Mollohan, of West Virginia.  
Lionel Van Deerlin, of California.  
Joseph G. Minish, of New Jersey.  
Mendel J. Davis, of South Carolina.  
Charles Rose, of North Carolina.  
John L. Burton, of California.  
Edward W. Pattison, of New York.  
Leon E. Panetta, of California.  
Joseph S. Ammerman, of Pennsylvania.  
William L. Dickinson, of Alabama.  
Samuel L. Devine, of Ohio.  
James C. Cleveland, of New Hampshire.  
Charles E. Wiggins, of California.  
J. Herbert Burke, of Florida.  
Bill Frenzel, of Minnesota.  
Dave Stockman, of Michigan.  
Robert E. Badham, of California.  
William H. Cable, Staff Director and Associate Counsel.

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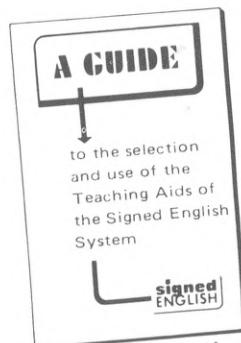
*Signed English for the Classroom* deals with the typical activities of a school day. It contains 17 sections beginning with "Auditory Training" and ending with "Weather."

*Signed English for the Residence Hall* (in preparation) deals with activities and needs most relevant to the work of dormitory counselors and house parents. Material appropriate for older children is also included.

*Signed English for Mathematics, Science and Social Studies* (in preparation) contains vocabulary most frequently used in these basic academic subjects. It will also be organized topically.

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R.R. Miller

## What's Happening

### In Continuing Education

By DR. ELAINE COSTELLO

The Center for Continuing Education, Gallaudet College

#### Third Annual Action Conference In Airlie

Airlie House near Warranton, Virginia, provided a beautiful springtime retreat for 23 national participants and eight Gallaudet College staff members April 24-26. The glorious flowering dogwood and azaleas, in Airlie's rustic setting hardly distracted from the enthusiastic reports of growing community and continuing education efforts in the 15 represented states.

The Airlie gathering was the Third Annual Action Conference sponsored by the Gallaudet College Center for Continuing Education. The concept of an "action" conference was conceived by Dr. Thomas Mayes, dean of the Center, as a technique for sharing practical techniques for implementing community and continuing education programs. The Center invited persons who are encountering varying levels of success in establishing programs to share both their "hits and errors." Dr. Henry Klopping, superintendent of the California School for the Deaf, Berkeley, was chairman of the meeting.

As each program reported about its activities, the other participants eagerly jotted down ideas which they wanted to try out upon their return. Robert Millard and Robert Bremmer, South Carolina School for the Deaf and the Blind, Spartanburg, showed videotapes of some of their local cable TV deaf awareness efforts; Liz Waggner, State Department of Education, Denver, Colorado, told of a unique process of establishing classes with the aid of recruiters; Dr. Klopping told how their program had attracted 529 continuing education registrations in the San Francisco Bay Area last fall.

June Carr, Milwaukee Hearing Society, scheduled an orientation workshop for her teachers, interpreters, and students which attracted 80 participants; Fern Khan and Glenn Anderson, LaGuardia Community College, New York City, showed slides of their annual "big event" which they use to attract students; Dr. William J. McClure and Eddie Gobble, Florida School for the Deaf and the Blind, St. Augustine, described their plan for setting up statewide programs; Norma Wells, St. Paul Technical-Vocational Institute, related a variety of techniques they used to find out what the local deaf adults wanted, including personal TTY calls to residents in the area.

Audry Cullen and John Henderson, Delgado College, New Orleans, Louisiana told about four mini-courses scheduled this spring which will introduce the concept of continuing education to deaf adults; John O'Brian, Seattle Central Community College, described their continuing education efforts on five community college campuses; Fred Murphy, Johnson County Community College, Kansas City, Kansas, shared his bi-monthly newsletter, "Sunflower Stalk," and explained the meaning of its logo; Gary Holman, Western Pennsylvania School for the Deaf, Pittsburgh, showed slides of their unique model for interpreted news, academics and hobbies scheduled each quarter.

During an evening session, after a gracious steak dinner served in the Airlie manner, the staff of the Center for Continuing Education gave brief descriptions of some of the "exportables" which are available from the Center. These services include a variety of workshops, materials and needs assessment services.

Closing sessions concentrated on strategies for selling community and continuing education. Some suggestions included getting the schools for the deaf to acquaint high school students with the concept before graduation, more sharing by mail of newsletters and brochures and working through CEASD and the American Association of Community and Junior Colleges.

For more information about future Action Conferences or Gallaudet College, please contact:

Dr. Thomas A. Mayes, Dean  
Center for Continuing Education  
Gallaudet College  
7th and Florida Avenue, NE  
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### NTID Uses Labor Trends To Insure Job Placement

College programs must look to the future, focusing upon employment needs which will insure job placement success for its graduates.

To maintain its 93 percent graduate placement, the National Technical Institute for the Deaf (NTID), Rochester, New York, uses current labor trends and statistics to justify program changes and add new career opportunities which will help to meet employment demands.

According to the most recent Bureau of Labor statistics, job growth through the mid-1980's is expected to be greater in the service-producing industries than in the goods-producing industries, assuming that current social, technological and scientific trends (including values placed on work, education, income and leisure) will continue.

The major factors underlying growth in the services include: population growth; increasing urbanization, with its accompanying need for more city services; rising incomes; and higher living standards, which are accompanied by a demand for improved services such as health and education.

Government employment has grown faster than any other industry division and will continue to be a major source of new jobs through the mid-1980's. Most of the growth will occur in state and local agencies; while at the Federal level, employment will grow more slowly than the average.

As industries continue to grow, changes will take place in the nation's occupational structure. Jobs will become more complex and specialized, offering an even greater number of occupational choices to persons planning a career.

There will be a growing demand for workers to perform research and development, to provide health and social services, and to process the increasing amount of paperwork throughout all types of enterprises.

Clerical workers are expected to be the fastest growing occupational group during the 1977-1985 period, increasing by about one-third. Included in this category are workers who operate computers and office machines, keep records, take dictation and type. The demand will be strong for those qualified to handle jobs created by electronic data processing operations.

Employers are increasingly demanding better trained workers to operate complicated machinery. Use of new materials and the complexity of equipment are making greater technical knowledge a requirement. Because of this, specific occupational training such as that obtained through apprenticeships, junior and community colleges and postsecondary facilities is becoming more and more important to young people preparing for successful careers.



# Hazards Of Deafness

By Roy K. Holcomb

500. You buy a new home. You pay one hundred bucks for flashing doorbell lights. You pay another fifty for flashing phone lights. Then your apartments are sold and you have to move. You have to pay labor charges all over again for your special lights.

501. You can vegetables and fruit. You store your canning. Several explode. One day you are in the mood for your canned food. Your mouth waters as you go to the cupboard. You open your cupboard and at first have a hard time figuring out what happened.

502. You are at a restaurant. You want something reasonable and ask what the specials of the day are. The waitress names four specials, each with long, fancy names. You lipread four words from the entire reply. They were "a the, and, of." It would be a little difficult to place your order with one of these words.

503. You start your car. You let it "run" to warm up. You time yourself to be sure it warms up good. After a few minutes you pride yourself for having the patience to let the motor warm up good. Now you are ready to go. You push down on the gas but, alas, the motor "died" long ago soon after it first started.

504. You never heard someone say "mm - mm - mm, this is good."

505. You sat with co-workers at lunch. They talk and talk about everything to everyone except you.

506. You live in the North. Your car

often "dies" when you are outside scraping your windows. While doing this you learn to watch your radio antenna. When the antenna is shaking you know your car is still running. When it has stopped shaking you know your motor has "died." And some people think that the deaf get nothing from their radio.

507. You congratulate yourself for thinking of watching your car radio antenna as you scrape your car windows. You compare yourself with Edison, and others. One day the antenna is still shaking when you get into the car but the motor has "died." You put your "Einstein" mind to work to find out why. You note that the wind is blowing the antenna.

508. An exciting television show comes to an end. The music in the background is geared to give an exciting climax to the end of the show. However, all you see is the man embracing the woman.

509. You go to a Catholic, Spanish wedding and wonder if the ceremonies are given in Latin or Spanish. Later you learn they were given in English.

510. Coins rattle in your pocket. Keys rattle in your pocket. A box of aspirins rattle in your pocket. Many things rattle in your pocket. And the whole world knows it except you.

511. You eat out at a first class restaurant. The prices are high. But wait. The menu says to ask your waitress for the special of the house which is very reasonably priced. You ask the wait-

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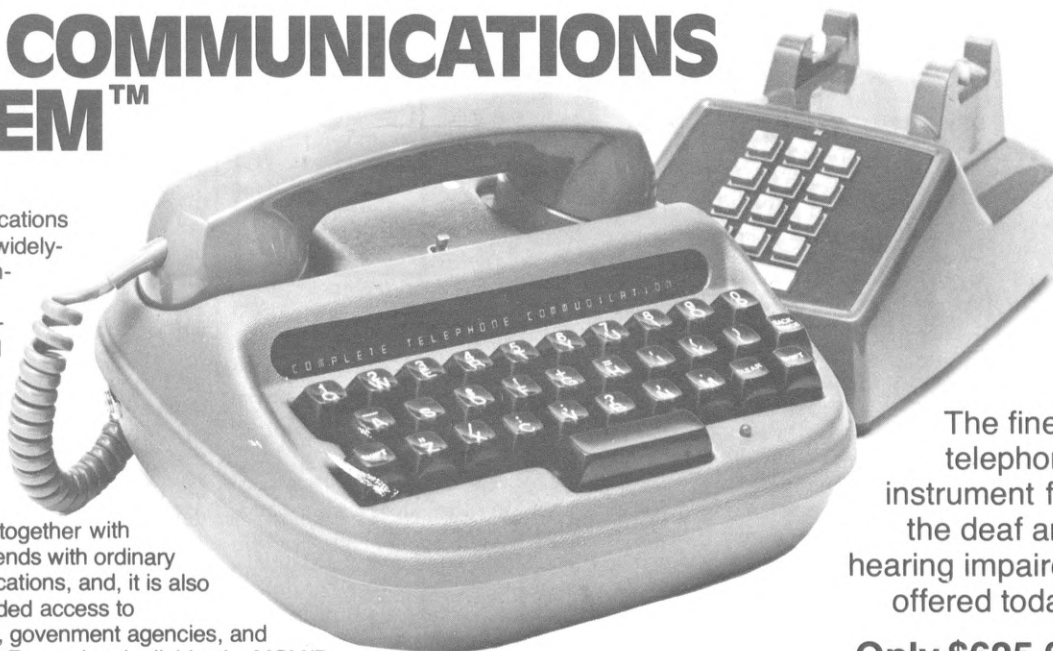
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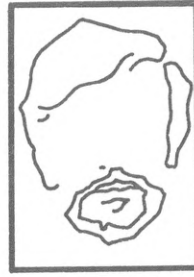
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# Pilipinas



By Carl A. Argila  
85-E Kamuning Road  
Quezon City  
PHILIPPINES

The ancient scholar Lacydes, when asked late in life why he was studying geometry, replied, "If I should not be learning now, when should I be?"

Those of us in education view our discipline as the "great agent of change." And, indeed, since change is a sign of life it follows that education must be a lifelong process. What could be more destructive to the individual or society in general than the attitude "You can't teach an old dog new tricks?" If you are too old to learn, i.e., to change, then you've lived long enough!

I think perhaps one of the distinguishing characteristics which differentiates the developing and underdeveloped societies from those of the developed countries is in their **attitude** towards change. Advanced societies welcome change with open arms—it provides new ways to solve old problems, better ways. The gadget-crazy Japanese are a good example of this phenomenon. They have incorporated change as a part of their social fabric. Change, to the Japanese, is a way of life (though perhaps they might prefer the word "adaptability").

By contrast, in the developing and underdeveloped countries, change is viewed with disdain or even fear. "This is the way we've planted rice for untold generations. Why should we plant rice differently now?" It is only a rhetorical question, because no matter how it might be answered there is al-

ways some excuse ("It's too risky," "It's never been tried," "No one else is doing it," etc.) for not accepting change.

This is why education has such a different role in the developing and underdeveloped countries than in the advanced countries—and why so much hope is pinned on education for "national development," i.e., change. But in the vast majority of developing and underdeveloped countries, education has been a miserable flop. If anything it has been an agent of the status quo. In most developing and underdeveloped countries education is the remnant of a transplanted colonial educational system, which probably wasn't very good even during colonial days.

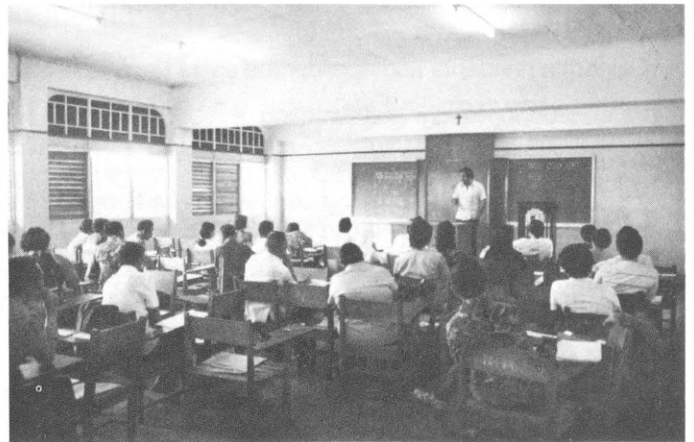
In the Philippines, for example, the Spanish "elitist" educational system melded with the American egalitarian system producing a hybrid system which has hardly met the needs of the country. Prior to the declaration of martial law in the Philippines in 1972, the Philippines ranked second only to the United States in the number of people enrolled, per capita, in higher education. The Philippines was exporting more doctors and nurses than any other country in the world (mostly to the United States!) and graduates of law were typing forms and stapling papers in congressional offices. This, at a time when the Philippines could not even grow enough rice to feed itself and when the "barrio"

people were rarely, if ever, treated by trained medical practitioners.

Dr. Onfre D. Corpuz, president of the University of the Philippines and author of the now classic survey *Education for National Development*, stated, "Philippine education is plagued by serious distortions or imbalances between: popular expectations and educational standards; . . . supply of graduates and demand for specific manpower skills . . . The required financial investments, while straining the country's resources—will meet neither the people's expectations nor national development requirements. Social crises would be foreseeable."

Many point to education as the cause of the decline of rural areas in the developing and underdeveloped countries. *Newsweek International*, in a study of the Asian city, remarked of the Asian professional: Having worked their way through the competitive and costly higher educational system, they invariably believe it is their right and privilege to stay on in the cities, to enjoy the urban lifestyle and to reap the financial benefits of their schooling."

In my son's school, for example, which is an outstanding school in all respects, children still learn in subtle and not so subtle ways that "stateside is the best-side." I recently attended a class program the theme of which was "down on the farm." It was, of course, an American farm, complete with "Home on the Range," square dances and an Indian (from India) "Old McDonald." Fact is we have our own farms, with our own native songs and folk dances—but, even after 30 years of independence from the United States, the "colonial mentality," as we call it, is still strong. Just a few days ago I noticed a panel truck delivering one of our local whisks; emblazoned on the side of the truck were the words " 'Stateside' Ang Lasa," meaning it has "stateside" taste! This "colonial mentality" is an attitude



Left: Aquinas University in Legazpi City in the Central Philippines has been a pioneer in attempting to change the directions of education in the Islands. Dr. Jesus "Jessie" Ravalo, dean of the Graduate School, winces in the monsoon wind. Right: Under the auspices of the Aquinas University Graduate the author recently conducted a seminar on "basic management techniques" despite monsoon rains. Nearly 40 middle level administrators showed up to learn techniques relevant to the needs—to their country.





Cecilio poses with "Old McDonald," Irfan Pabaney—probably the first time DA readers have seen an Indian (from India "Old McDonald."

(again an **attitude**) which must be changed—and education is the key to change.

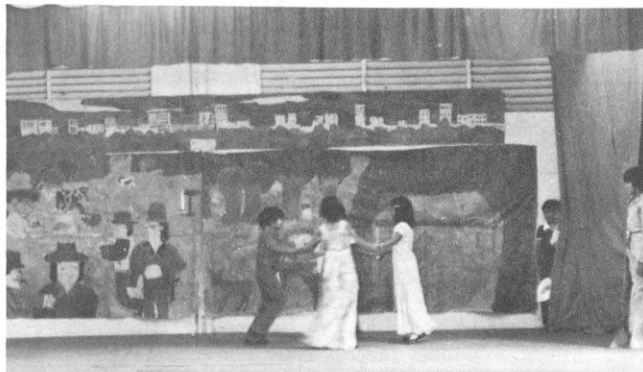
A number of younger educators see the need for change and are working to make education a potent force for national development. A former classmate of mine at the University of Santo Tomas, Dr. Jesus "Jessie" Ravalo, currently dean of the graduate school of Aquinas University in Legazpi City, is one of these enlightened few. Jessie believes that education should make the individual a part of the community—not alienate him from it; that education should be a force for the growth and development of the country—not a tool for training nurses for the United States! Under Jessie's direction, the graduate school of Aquinas University has gone out into the rural areas to train teachers to teach children how to become a part of their community, a part of their country.

**PRINCIPAL** position open at South Dakota School for the Deaf, Sioux Falls, South Dakota 57103. Qualifications: Master's degree, valid CED Certificate; four years teaching experience or administrative experience with deaf children and youth; skilled in both receptive and expressive manual communication with deaf persons or willingness to learn. Send resume and 3 letters of recommendation to John Hudson, Supt., S. D. School for the Deaf, 1800 East 10th St., Sioux Falls, S.D. 57103.

As part of the graduate school's management skills program, Dr. Ravalo invited me last Christmas to spend our vacation in Legazpi City and conduct a seminar on basic management techniques. The participants were to be middle level managers and administrators from various educational institutions in the Legazpi City area. I really felt that Christmas vacation was hardly the time that people would want to spend in a classroom. And to make matters worse, December is monsoon season in the Legazpi City area. The winds were blowing and the rain was pouring. Jessie thought we'd be lucky if 15 people showed up. Nearly forty showed up the first day, some of whom had spent several hours on buses coming from neighboring areas! The seminar was an immense success as we attempted to teach skills which were relevant to the needs of **these** people in **this** country.

Breaking the "colonial mentality" in the developing and underdeveloped countries is a tough job, not unlike forging new directions for education of the deaf, directing education to the needs of the community to the needs of the country. For, as Lacydes said, "If I should not be learning now, when should I be?"

Next Month: Two essential qualities of education which are particularly important for education of the deaf—"Experiences and Responsibilities"



Grade four classmates of Cecilio perform an American square dance as part of their portrayal of life "down on the farm"—an American farm! Backdrop shows the children's impression of an American farm.

## University Of Illinois To Host Rehabilitative Audiology Institute

Specialists in helping people with impaired hearing will hold the annual Summer Institute of the Academy of Rehabilitative Audiology, July 6-8, 1977, at Allerton House, University of Illinois conference center near Monticello. The Institute will focus on "Hearing Aid Evaluation and Follow-up Procedures." However, several speakers will present papers not specifically related to the central theme.

Dr. Jesse Delia, associate research professor of speech communications, the U. of I. at Urbana-Champaign, will be the dinner speaker July 6 on "Speech Pathologists and Audiologists as Communicators."

Primary purposes of the Academy of Rehabilitative Audiology are to provide a forum for exchange of information on audiology; foster and stimulate professional education, research and interest in programs for the hearing impaired; and correlate all aspects of audiology for patient welfare.

Dr. Donald D. Johnson, special assistant to the dean, National Technical Institute for the Deaf, is chairman of the program. Brandt W. Pryor, Office of Continuing Education and Public Service, U. of I. at Urbana-Champaign, is the conference coordinator.

Final programs and registration materials can be obtained from Pryor, 116 Illini Hall, Champaign, Illinois 61820.

Major papers will be presented by Dr. Jane Reger Madell, Director of Audiology, New York League for the Hard of Hearing; Dr. Steffi B. Resnick, Department of Audiology and Speech, Gallaudet College, Washington, D. C.; Jaclyn S. Gauger, clinical audiologist and instructor, Dr. Frank Caccamise, chairman, Manual Language Department, and Dr. Diane L. Castle, member, Department of Audiology, all National Technical Institute for the Deaf.

Dr. Allen Montgomery, research audiologist/speech pathologist, Army Audiology and Speech Center, Walter Reed Army Medical Center, Washington, D. C., and Dr. Victor P. Garwood, professor of speech communications and otolaryngology, University of Southern California.

Dr. Stephen Quigley, associate director, U. of I. Institute for Child Behavior, and Dr. Marjorie Steinkap, visiting assistant professor, both at the Institute for Child Behavior and Development, and Barry Jones, Ph.D. candidate, all U. of I. at Urbana-Champaign.

Deborah Hayes, Baylor College of Medicine; Dr. Geary McCandless, head, Audiology Department, Utah Medical Center; Gloria H. Hoversten, coordinator of audiological services, and Jane Trammell, consultant, both, Division of Special Education, Los Angeles County Schools; Dodie Stein, doctoral student, University of Iowa.

## International Interpreters' Symposium Scheduled In Copenhagen, Denmark

The IIInd International Symposium on Interpretation of Sign Languages will be held in Copenhagen, Denmark, August 12-14, 1977, under the sponsorship of the Committee on Interpretation of the Danish National Association of the Deaf and the Audiologopedic Research Group at the University of Copenhagen. Meetings will be held at the newly-constructed campus of the University of Copenhagen.

The theme of the Symposium, "The Development of Interpretation As a Profession," will be explored in three plenary sessions: 1) Systems for Providing Interpretation Services, 2) Education of Interpreters and Consumers and 3) Interpretation As an International Concern.

Principal speakers for the three plenary sessions will be, respectively, Dr. Fred C. C. Peng, Department of Linguistics, International Christian University, Tokyo, Japan; Carol C. Tipton, National Interpreter Training Consortium, New York University, New York, N.Y.; and Robert M. Ingram, Audiologopedic Research Group, University of Copenhagen, Denmark, and Department of Linguistics, Brown University, Providence, Rhode Island.

The opening session, chaired by Erling Nielsen, head of the Symposium Planning Committee, will feature the welcoming address by Ole Munk Plum and the keynote address by Annelise Harboe, both of Denmark. A wine and cheese reception will follow.

Responses to the principal addresses are expected to be delivered by speakers from Australia, Denmark, Iran, Israel, Italy, the Soviet Union and the United States.

A workshop on "The Use of Sexual Signs in Interpreting Situations" will be conducted by Martin D. Colville of Scotland, and another workshop on "Evaluation of Interpreters" will be led by Betty L. Ingram of the United States and Denmark. A number of free papers will also be given.

The closing address will be presented by Dennis Cokely of the Model Secondary School for the Deaf, Gallaudet College, Washington, D.C.

All sessions will be presided over by interpreters from the Scandinavian countries. Symposium participants will have the opportunity to exchange ideas and to respond to the principal addresses in small working groups.

Official languages of the Symposium will be English and Gestuno, the international sign language of the World Federation of the Deaf.

Registration fees, which include participation in all plenary sessions, group discussions, the official reception, coffee breaks, and two lunches, are 200 Danish kroner (approximately \$33) before June 15 and 250 Danish kroner

(approximately \$42) after June 15.

Registration forms and additional information may be obtained from the Symposium Secretariat, Audiologopedic Research Group, University of Copenhagen, 80 Njalsgade, 2300 Copenhagen S, Denmark.

Officials of the Symposium Planning Committee are the chairperson, Erling Nielsen, Counselor for the Deaf, Office for the Deaf, and Chairperson, Committee on Interpretation, Danish National Association of the Deaf; the secretary, Robert M. Ingram, Research Associate, Audiologopedic Research Group, University of Copenhagen, and Teaching Associate, Department of Linguistics, Brown University, Providence, Rhode Island; and the treasurer, Esben Bilenberg, General Secretary, Danish National Association of the Deaf.

Other members of the Planning Committee are Lars von der Lieth, Associate Professor, Audiologopedic Research Group, University of Copenhagen; Ole Fastrup, Educational Consultant, Center for Total Communication, Copenhagen; Betty L. Ingram, Instructor in Sign Language and Interpretation, Audiologopedic Research Group, University of Copenhagen.

The Symposium will follow the Vth World Conference on Deafness, which will be held August 9-12, and precede the International Congress of Logopedics and Phoniatrics, August 15-18, both in Copenhagen.

## BHI Poster Features

### 12 Hearing Impaired Greats

A dramatic new poster featuring 12 prominent Americans who overcame their own hearing problems, just produced by the Better Hearing Institute, will help inform and encourage the hearing impaired to seek help for uncorrected hearing disorders.

The new "We Overcame Hearing Loss" poster, a companion piece to BHI's celebrity booklet of the same title, includes photographs of actor Art Carney, comedian Norm Crosby, actress Nanette Fabray, Governor George Wallace, football star Larry Brown, singer Johnnie Ray and others.

It graphically emphasizes the magnitude of hearing disorders and the fact that help is available—medically, surgically or through amplification.

Better Hearing Institute is a non-profit educational organization that informs and encourages the hearing and speech impaired, their families and friends and the general public about communicative disorders and available help.

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## 1977 State Association Conventions

**Alabama:** June 16-18, Admiral Benbow Inn, Birmingham

**Arkansas:** July 23-24, Camelot Inn, Little Rock

**Colorado:** April 29-30, May 1, Fort Collins

**Florida:** June 9-11, Tampa

**Georgia:** Summer

**Illinois:** June 3-5, Springfield

**Indiana:** June 10-12, Fort Wayne

**Iowa:** June 23-26, Lake Okoboji, Milford

**Kansas:** May 27-30, Kansas School for the Deaf, Olathe

**Kentucky:** June 16-19, Campbell House Inn, Lexington

**Louisiana:** June 3-4, Baton Rouge

**Maryland:** September 9-10, The Flagship Motel, Ocean City

**Michigan:** August 18-21, Kalamazoo

**Minnesota:** July 14-17, Swan Lake Lodge, Pengilly

**Mississippi:** June 9-11, Royal Scottish Inn, Hattiesburg

**Missouri:** August 4-7, St. Louis

**Montana:** June 17-19, Village Motor Inn, Missoula

**Nebraska:** July 22-23, Lincoln

**New Jersey:** September 2-5, Cherry Hill Hyatt House, Cherry Hill

**New Mexico:** June 17-19, Sheraton Inn, Santa Fe

**New York:** August 31-September 3, Utica

**Ohio:** October 6-8, Ramada, Youngstown

**Oklahoma:** August 4-7, Enid, Gantz Center (Phillips University)

**Oregon:** June 17-19, Moose Lodge, 1666 W. 12th, Eugene

**Pennsylvania:** August 19-20

**South Carolina:** August 11-13, Wade Hampton Hotel, Columbia

**South Dakota:** June 17-19, Downtown Holiday Inn, Sioux Falls

**Tennessee:** July 6-9, Paris Landing, State Park

**Texas:** June 9-12, El Tropicana Hotel, San Antonio

**Utah:** June 16-18, Hilton Hotel, Salt Lake City

**Washington:** July 14-17, Washington State School for the Deaf, Vancouver

**West Virginia:** June 23-25, Sheraton, Clarksburg

**Wisconsin:** June 16-18, Holiday Inn, Kenosha

New York University  
Washington Square, New York, N.Y. 10003

# DEAFNESS RESEARCH & TRAINING CENTER

## LOOKING AHEAD

### Deafness Research & Training Center

May 19, 20: New Developments in Deafness Rehabilitation and Education: Annual Conference of Deafness Research & Training Center Students and Alumni.

June 10: Emotional Well-Being of Deaf Children, Conference for Parents of Deaf Children.

June 11: RID Evaluation. Pittsburgh, Pa.

June 17, 18: Interpreters Upgrading Workshop. Pittsburgh, Pa.

June 22-24: Interpreters Upgrading Workshop. Easter Seal Camp, Waterville, Maine.

June 20-24: Intensive Sign Language Institute, Deafness Research & Training Center, New York University.

July 11-15: Psychological Assessment of Deaf Clients in Vocational Rehabilitation: Training Seminar for Psychologists, Deafness Research & Training Center.

July 5-August 11: Summer Program, Deafness Research & Training Center. (Working professionals can earn their M.A. in Deafness Rehabilitation or Education in three summers)

July 5-21: First Session (Register June 29, 30) Principles of Language Development for Hearing Impaired Children. Principles, Techniques and Problems of Counseling with Deaf Persons. Beginning Techniques of Communication with Deaf Persons.

July 25-August 11: Second Session (Register July 20, 21) Linguistics of Language Development. Deafness and Human Behavior. Beginning Techniques of Communicating with Deaf Persons.

August 28-September 2: Intensive Sign Language Institute, Tuxedo Park, New York.

August 29-November 18: Beginning Interpreters' Program, Deafness Center, NYU. Apply by June 1 to Janet Acevedo at Deafness Center.

For further information about the above events, write or phone the Deafness Research & Training Center, New York University, 80 Washington Square East, New York, N.Y. 10003. (212) 598-2305; TTY (212) 477-1222.

MAY 1977



Dr. Jerome Schein welcomes Deborah Sonnenstrahl and Glenn Goldberg from the National Center for Law and the Deaf.

## Law And The Deaf At Deafness Center

The Deafness Center hosted the National Center on Law for the Deaf's workshop for students and professionals in April. Deborah Sonnenstrahl and Glenn Goldberg, director of the NCLD staff, were the workshop leaders.

The conference began with an overview of the implications of legislation on rehabilitation and education of deaf people. Ms. Sonnenstrahl spoke about the plans for deaf consumer education and participation in solving their legal problems, including the setting of their own priorities.

Mr. Goldberg, a lawyer himself, described the work of the National Center for Law and the Deaf. He cited many cases where complaints of discrimina-

tion and/or injustice, brought to the attention of NCLD has resulted in remedial action, or in bringing law suits. NCLD is able to use the "lawyers to lawyers" approach to advantage, he said. This means that the complaints received by NCLD are handled by lawyers who are on the staff for just that purpose. As lawyers, they deal directly with the courts or administrative officials, and are often able to accomplish more than laymen could.

The workshop ended with a recommendation that a law center for the deaf be established in the New York area and that there be coordination among groups working for that cause.

## Improving Health Care Communications For Deaf Patients

The Deafness Center project to improve communications between health care personnel and deaf patients is in full swing.

One step taken by Thomas Freebairn, project director, is to solicit advice from hospitals in the metropolitan New York area. In a series of workshops, several hospitals are being asked to evaluate the concepts and materials developed by the Deafness Center staff working on the project. The Deafness Center

aim is to bring to the meetings deaf persons and persons who are familiar with health care settings to investigate communications problems.

The workshop shown here was held at Maimonides Hospital in Brooklyn. Shown are Dr. Susan Badenhausen, director of the outpatient program of the hospital, Sandi Kleinhandler of the project staff, Tom Freebairn, and Martin Sternberg, coordinator, Manual Communications Services at the Deafness Center.

## Merce Cunningham Visited By Deaf Students

Thanks to the Berger Deaf Scholars Program, deaf graduate students at NYU occasionally have enviable contacts with New York cultural life. Recently, Joseph Blum, chairman of the Berger Deaf Scholars Board, arranged for the deaf students to visit a dance class taught by Merce Cunningham, the famous dancer and leader of a very popular dance troupe.

Mr. Blum founded the Berger Deaf Scholars Program in 1973 as a tribute to his late law partner, Colonel Samuel B. Berger. In addition to paying for support services such as interpreting, tutoring and note taking, the program, under Mr. Blum provides such cultural diversions. An earlier visitation was to the noted painter, Adolph Gottlieb, now deceased.





Berger Chairman Joseph Blum introduces Merce Cunningham to Dr. Doris Naiman, Director of Training at the Center.

### Jody Blank

The Berger Deaf Scholar Program at New York University provides support services for deaf graduate students in a variety of fields. One of these students is Jody Blank, who is working for her M.A. in Art Education, and at the same time earning her certificate to teach the deaf.

Jody comes from Flushing, Long Island. She was born deaf to a hearing family. She was educated at the New York School for the Deaf, followed by the Highland Preparatory School in Jamaica Estates.

Jody attended York College of the City University of New York in Jamaica and graduated with a B.A. in Fine Arts. She also studied drama and design one semester at the National Theatre of the Deaf in Waterford, Connecticut. She spent one and a half years at the National Technical Institute for the Deaf at Rochester Institute of Technology as a General Studies student.



Jody Blank

While she was in college, Jody had experience as an art educational associate in art and reading in two New York City schools for language and hearing impaired children. Recently she has been a paraprofessional in the program for emotionally disturbed children at New York City Public School for the Deaf, JHS 47. Now she is a substitute teacher and hopes next fall to be a regular teacher of the deaf.

Knowing that language, art, and drama provide good outlets for deaf children to express their feelings, Jody has carried this a step farther—to puppets who do sign language with real hands. She would like to write a play with these puppets in mind, for off-Broadway production.

Somewhere in Jody's dreams for the future, is a trip to the Soviet Union, to follow up one she made a few years ago. She developed a keen interest in the welfare of the deaf people in the Soviet Union at that time; and she acquired a correspondent to keep her in touch. Learning to communicate in Russian, it seems, does not present an insurmountable obstacle to Jody.

When she has accomplished some of these out-of-the-way plans, Jody will be able to settle down to her real goal—working for her Ph.D. in Art Therapy.

### Alan Barwiolek

Another Berger Deaf Scholar is Alan Barwiolek, who received his M.A. in Educational Theater from New York University in January.

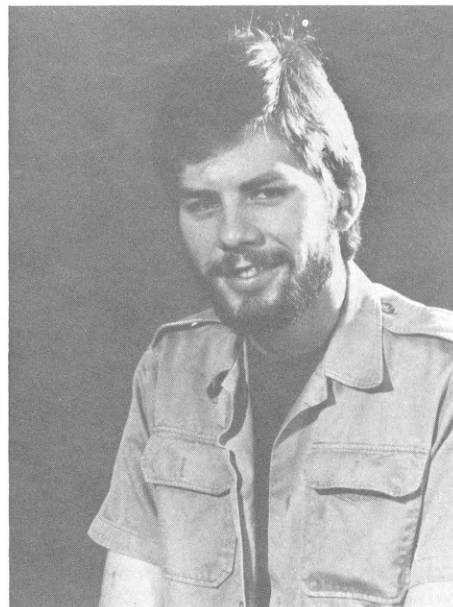
Alan comes from Jeannette, Pennsylvania. He has been deaf since birth, and every member of his family is deaf. He was educated at the Western Pennsylvania School for the Deaf in Pittsburgh and Gallaudet College, from which he graduated with a B.A. in Drama in 1975.

At Gallaudet Alan won several drama awards, including Best Actor of the Year for role of Hucklebee in *The Fantasticks* and Most Versatile Performer.

Alan was active in many areas besides drama, such as student government, senior class vice president, president of Division 155 of the National Fraternal Society of the Deaf and president of Gamma Chi Theta (Gallaudet College Theater). The National Theatre of the Deaf Summer School *Yearbook* was started by Alan, who served as its first editor-in-chief. He won the Leonard M. Elstad Scholarship Award for Total Performance, an academic award.

In December 1975, while he was at NYU, Alan directed Jean Genet's *The Maids* under the Department of Educational Theatre. This spring he was one of four sign language actors in *Signs of Life*, a performance of poetry in sign language written by Dorothy Miles. This is described in another article in this page.

Since graduation in January, Alan has been wrestling with the dilemma



Alan Barwiolek

of wanting to be an actor, on the one hand, and teaching deaf children, on the other. He has a compelling interest in the value of drama in the educational process. While he was at NYU, he conducted a program of creative dramatics for deaf youngsters at the New York City Public School for the Deaf, JHS 47, which elicited a dramatic response from the children.

During his stay in New York, Alan has taught many sign language classes in the metropolitan New York area to students of every stripe, including the famous chimpanzee, Nim, whom he instructs at Project Nim at Columbia University. He showed a mildly lacerated wrist as he described this!

Surely Alan will succeed in combining his dual interests of acting and teaching deaf children—although it may take a long and happy lifetime!

### Margaret Hlibok

Peggy Hlibok brings a rich background to her studies at the Deafness Center. Married to a deaf cost construction consultant and mother of four deaf children, Peggy has still found time to be active in the deaf community in her neighborhood and state. With all these demands on her time Peggy is studying part-time at the Deafness Center where she is working for her master's degree in deafness rehabilitation.

Peggy has always made her home in New York City. Deafened at an early age by spinal meningitis, she had her early education at the Lexington School for the Deaf. She received her high school training at St. Mary's School for the Deaf in Buffalo, and graduated from Gallaudet College in 1959 with a B.A. in sociology.

Peggy's many commitments to the well-being of deaf persons include: Co-founding of the New York City Mental



Margaret Hlibok

Health Association of the Deaf; member, Parents Advisory Council, Lexington School; Infant Center program at Lexington School, helper; member of various panels at NYU's Deafness Research & Training Center; teacher of English at LaGuardia Community College and Lexington School; one of three New York City participants in the first National Deaf Women's Conference held last year in Washington.

Recently Peggy has been very much involved in her work as a member of the Steering Committee of the New York State Council on the Handicapped which held eight hearings around the state since last June. The testimony covered many needs of handicapped people which may be used at the White House Conference on Handicapped Individuals.

Peggy's hope is that her studies at NYU will broaden her knowledge of community services and train her to be a rehabilitation counselor and worker with deaf individuals, including those who are multiply handicapped.

We predict that Peggy's contribution to deaf people will continue to be great!

## Signs Of Life At NYU

The Deafness Center was recently permitted to videotape, for student use, the poetry in sign language performance, "Signs of Life," by Dorothy Miles. The show, produced and performed by NYU graduate students, took place on March 31 and April 2. One of the deaf actors, Alan Barwielek, is written up as a Berger Scholar elsewhere in this section of news from the Deafness Research & Training Center.

"Signs of Life" was so well received that additional performances have been scheduled at NYU on May 13 and 14, according to Shelly M. Raffle, director. It will also be performed at the Pub-

lick Theatre, in Washington, D.C., on May 7 and 8, under the sponsorship of the Hughes Memorial Theatre.

The *New York University Report* gave advance coverage to "Signs of Life" in its issue of March 31. The pictures and story written by Mindy Gewuerz are reprinted here with her permission.

## Poetry For The Deaf And For The Hearing, Too

The Washington Square Players, with SEHNAP's Program in Educational Theater, is currently presenting one of its most innovative productions, "Signs of Life," a performance based on poetry written by deaf poet Dorothy Miles.

Unlike a poetry reading for a hearing audience or sign language theater for a deaf audience, "Signs of Life" takes new strides by integrating mime, American sign language, English, and original music. SEHNAP grad student Shelly M. Raffle, director of the performance, extracted the ideas behind 26 poems she chose from Ms. Miles' book *Gestures*, which highlight the overall theme of human growth and development from the perspective of deafness.

The story is expressed on four different levels by four sign language actors (two of whom are deaf, two hearing)—Alan Barwielek, Vickie Brown, Carl Chopinsky, and Julianna Fjeld—and in this way attempts to capture the many facets inherent in one person; and the process of growth from youth to maturity when a person becomes no longer fragmented but one, whole entity. At the same time, five background voices are heard narrating the poems, synchronized throughout with the gestural patterns.

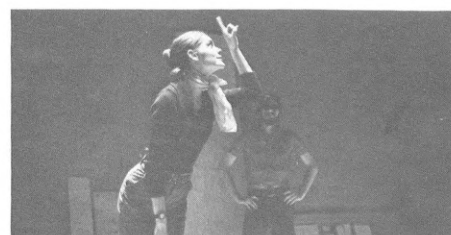
Ms. Raffle and the acting company, grasping the essence of the poems, have taken them beyond the conventional forms of both hearing and visual communication. They created something much more than theater: they have produced a profound, three-dimensional living experience.

American Sign Language widely recognized as a legitimate mode of communication, does not employ any of the usual linguistic forms based on the spoken/written word. Using its own unique linguistic structure, ASL gleans the ideas and concepts in the English words which form a sentence. It translates ideas and concepts into picture-images, not the words into a visual alphabet-oriented form.

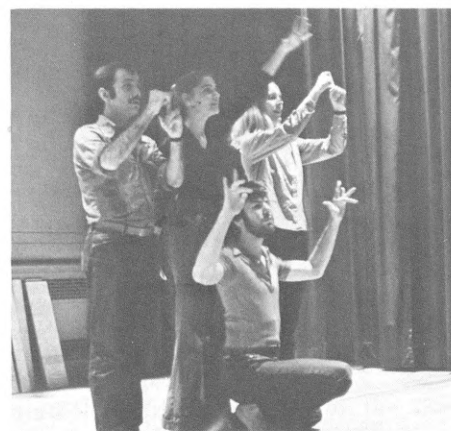
As a result of this combination of sense perceptions, "Signs of Life" encourages the mind to assimilate all the manifestations of fear, pain, and joy that go into formation of a whole person ready to face the world.

While this experience is common to everyone, one acquires a deeper and fuller understanding of the uniqueness of life when experienced through the deaf perspective.

NYU's Deafness Research and Train-



Two scenes from "Signs of Life" in which poetry was interpreted in sign language.



ing Center, through its director, Dr. Jerome Schein, has been given permission to videotape the performance. Intended as an informational or educational program for small groups, the tape will be made available through the Deafness Center to students here. —Mindy Gewuerz, New York University Report, March 31, 1977.

## Deaf Scientists Sought By Redden Of AAAS

With the great emphasis on severe disabilities, the very bright deaf person is apt to be overlooked. Dr. Martha Redden heads a program in the American Association for the Advancement of Science (AAAS) which supports handicapped scientists. The idea was born in 1975 at the AAAS national convention. Dr. John Gavin, director of Molecular Biology for Miles Laboratory (maker of Alka Seltzer, among other products), asked that a special section be held for and about physically disabled scientists. After becoming deaf, Dr. Gavin realized how little attention is given their handicapped members by professional societies. As a result of his efforts, AAAS assigned Dr. Redden to give this problem her full attention.

Dr. Redden visited the Deafness Center to develop a program to interest deaf students in becoming scientists. Dr. Redden has been highly successful in getting interpreters at professional meetings. Now she wants to be sure to have deaf scientists for whom the interpreters can sign. Anyone who has met Dr. Redden feels certain she will succeed in greatly increasing the number of deaf people who enter the scientific professions.





Dr. Martha Redden confers with Dr. Jerome Schein and Marcus Delk on a project to attract more deaf students to science professions.

### Kugel Conference On The Emotional Well-Being Of Deaf Children

In April, the Deafness Center held the first of two conferences on the Emotional Well-Being of Deaf Children. Supported by a grant from the Kugel Foundation, these conferences are attempting to explore ways of guiding parents with deaf children.

In an earlier project supported by the Kugel Foundation, the Deafness Center worked with parents of 21 emotionally disturbed deaf children at New York City Public School for the Deaf, JHS 47. Work with these parents provided valuable insights into principles of guiding parents of all deaf children.

At this conference a group of professionals working with parents of deaf children heard a presentation by Dr. Doris Naiman. Commenting on a series of slides showing deaf children in family situations, Dr. Naiman covered some of these findings from earlier projects of the Deafness Center. She then showed pictures of "Four Families" where relations with the deaf children were good, although the life styles of the families were very different. Emphasizing the need for parents to interact with the deaf child. Dr. Naiman said, "The major point is not to teach, but to be." She also pointed out the need to raise the expectations for the deaf child—realistically, of course.

A panel discussion followed with panelists Professor Maurice Miller, Professor of Speech Pathology and Audiology, New York University; Professor Stella Chase, M.D., Professor Child Psychiatry New York University Medical Center; Professor Paulina Fernandez, Clinical Instructor of Psychiatry, New York University Medical Center; Ms. Marsha Fink, Psychiatric Social Worker, Mental Health Services for the Deaf, Rockland

Psychiatric Center.

The conference concluded with small group discussions. Leaders were Ruth Green, Assistant Administrator, Clinical Services New York League for the Hard of Hearing; Frances Cronin, Superintendent, St. Joseph's School for the Deaf; Naomi Kunken, Principal, BOCES, Nassau.

## making waves

Dr. Douglas Watson, Director of Service Research, participated in a workshop on Disabled as Consumers, sponsored by several organizations of graduate students at NYU interested in problems of handicapped persons. Dr. Watson was one of four panelists in the discussion on Self Advocacy.

Action for Children's Television (ACT) will soon bring out a book *Television for Handicapped Children*, published by Ballinger Publishing Company. Thomas Freebairn, Coordinator of Telecommunications Projects, is the author of the section entitled "Television for Deaf Audiences."

Martin Sternberg, Coordinator of Manual Communications, was a workshop head, speaker, and panelist at an all-day conference of LARC: Language and Reading Commission, held at NYU, in

The next conference on June 10 will be similar in content, but will be attended by a group of parents of deaf children, many of whose names have been suggested by professionals at the first conference.

### NAD Fees (Annual)

Individual Membership -----\$15.00\*  
Husband-Wife Membership -- 25.00\*  
Organizational Affiliation --- 25.00

\*Includes DEAF AMERICAN subscription

DEAF AMERICAN subscription, \$6.00 per year or \$11.00 for two years. Send remittance to the National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910.

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April.

An all-day panel at the CAID convention, on "Multiply Handicapped Hearing Impaired Children," will be chaired by Professor Doris Naiman, Director of Training. She will deliver a paper at the same meeting on "A Comprehensive Program for Severely Multiply Handicapped Children."

Georgia Malitz, Assistant Research Scientist, will present reports on the Deafness Center's model demonstration project, "Educating Multiply Handicapped Deaf Students" to members of N.Y. COSD and to the CAID convention.

Mary Beth Miller, assistant research scientist, was guest speaker-entertainer at the California School for the Deaf at Berkeley Junior NAD.



# NATIONAL ASSOCIATION of the DEAF

Mervin D. Garretson, President

Charles C. Estes, Secretary-Treasurer

Frederick C. Schreiber, Executive Secretary

## *The Least Restrictive Environment*

Within the context of annual program evaluation, Section 618-d-2, Public Law 94-142, stipulates "an analysis and evaluation of the effectiveness of procedures undertaken by each state education agency, local education agency, and intermediate educational unit to assure that handicapped children receive special education and related services in the least restrictive environment commensurate with their needs and to improve programs of instruction for handicapped children in day or residential facilities."

Recognizing the educational advantages and benefits to children of a number of disability groups, we support the thrust of the law which encourages, to the maximum extent appropriate, placement of handicapped children in regular school settings with children who are not handicapped. But with specific reference to the unique disability of hearing impairment with its severe communication handicap, we need to acknowledge formidable questions as to whether the public school may be the most desirable placement for large numbers of deaf children in terms of an appropriate educational setting.

However attractive the concept of integration or mainstreaming may be on the surface, it is vital that least restrictive alternative considerations do not result in a hierarchy which tends to stigmatize or discriminate against appropriate program selection. A broad continuum with a variety of educational environments needs to be an objective consideration, particularly for deaf children.

To determine what is indeed the least restrictive environment for a deaf child according to comprehensive educational, psycho-social and communication needs, it is necessary to assess 1) the nature and reality of deafness and the communication barriers imposed by the disability, 2) the curricular aspects of the instructional program itself, 3) parameters of the unwritten curriculum and 4) delivery of instruction to the deaf child.

First, the general public, including public school and special education personnel, because hearing loss is relatively invisible, tend to be quite naive about the multiple circumstances involved in information acquisition and sharing. Deafness involves much more than the inability to hear. It is difficult to gauge the full severity of the handicap. Hearing impairment separates the child, not from things like architectural barriers, but from people. Therefore in a regular public school setting it is unlikely the deaf and hearing will be able to function together in a learning situation. Deaf children may well be isolated islands in the mainstream, physically present but intellectually absent. Whereas the blind or orthopedically handicapped may hear the teacher, their schoolmates, the visiting speaker, the educational film, the guide on a field trip, the casual conversations during recess, lunch hour, on the playground and everywhere else, including nonschooling hours, including radio and television, the deaf child simply does not hear.

Curriculum approaches in the regular public school are much different from those in a special class or program geared for deaf children. Effective educational programming requires insight into hearing loss and how it compounds all other learning problems. A realistic individualized education plan (IEP) may preclude placement in a regular public school because of many factors:

1. It is difficult to meet the needs of each deaf child even by forming educational groupings based on hearing loss alone;
2. Discrepancies between age and academic achievement of the hearing impaired child may forestall proper placement

## President's Message

—Mervin D. Garretson



- in a fully or even partially mainstreamed situation;
3. The use of interpreter-tutor setups does not always meet the full educational needs of deaf children;
  4. The psycho-social well-being of the deaf child may be jeopardized in a situation where effective communication is likely to break down. Peer-group interaction may be minimal at best.
  5. A low student-teacher ratio is necessary for adequate communication and interaction, which is heavily dependent upon the visual, rather than auditory sense.
  6. Regular public school teachers would need additional preparation and certification as teachers of the deaf to meet adequately the needs of the child.
  7. A dual curriculum track may be called for by the IEP; how would this affect class discussion and participation?
  8. Curricular emphases on vocabulary, syntactical and idiomatic language development differ for the deaf child.
  9. A complete curriculum is needed in the area of communication arts, which would not be applicable to the non-handicapped and handicapped but hearing child; programs in speech and lipreading, auditory training and manual communication.
  10. Program and IEP evaluation requires personnel trained, certified and knowledgeable about hearing impairment and its encompasses.
  11. A minimum population base of deaf children is mandatory for the effective and efficient programming; low incidence problems and the need for intensive, high cost auxiliary services may well mean exorbitant costs for the local public school.

Most public school settings are ill-equipped to meet the unwritten curriculum needs of the deaf child. At least 30 percent of all learning takes place out of the classroom, which considerations are a necessary part of special schools and programs for deaf children, involving use of captioned films, captioned video tapes, captioned in-house television and radio scripts, all sorts of visuals, teletypewriter phones, peer-group socializing, competition, social skill development, opportunities for leadership, in short, a totally communicating environment at a most crucial stage in the life of each deaf child.

Effective delivery of instruction to the deaf child requires all kinds of supportive service personnel, expensive technological and audio visual media, some architectural modifications, skilled communicators, evaluators and counselors, which may well rule out an appropriate educational plan for the deaf child in most public school settings.

Carpets, acoustic tile, special amplification devices, use of television and computers for instruction, teletypewriters and other hardware are essential components for adequate delivery of educational services to deaf children.

Teachers, audiologists, school psychologists, guidance counselors, social workers, work-study specialists, aides, librarians, media people and other personnel in good programs with hearing impaired children are all able to communicate and empathize with the deaf child. Even the principal who may need to discipline or talk to the deaf student should be able to do so without a third-party interpreter.

Given all of these factors, it is our position that programs oriented primarily toward deaf children with comprehensive services and a communicating milieu, indeed provide the least restrictive environment for a deaf child.

**Minutes Of The NAD Executive Board**  
**Cincinnati, Ohio**  
**February 18-20, 1977**

The meeting was called to order by President Mervin Garretson at 8:15 p.m. on February 18, 1977 in the Valley Room, Terrace Hilton Hotel, Cincinnati, Ohio. Present were President Mervin Garretson, Larry Forestal, vice President, Charles C. Estes, Secretary-Treasurer; Ralph White, President-Elect; Jess M. Smith, Immediate Past President; Edgar Bloom, Charlie McKinney, Gary Olsen, Harvey Corson, Charlotte Collums, David Myers, George Scheler and Peter Green. Executive Secretary Frederick Schreiber was also in attendance.

The meeting was opened in prayer by Mr. Harvey Katz, President, Ohio Association of the Deaf.

After seating arrangements were satisfied, the Board, by general consent, agreed to begin receiving reports.

**ITEM I: Question of Public Domain,** Printing of Convention Proceedings and Board minutes in THE DEAF AMERICAN was discussed. It was brought out that this item is covered in the By-laws and not subject to action.

**ITEM II: The question of aiding Oklahoma Association of the Deaf in litigation.** was taken up. Region 3 Representative Charlotte Collums reported the case in question had been resolved and no action was indicated.

**ITEM III: Status of the Ohio Association lawsuit.** The Board was brought up-to-date by the Executive Secretary and Ohio Association President Harvey Katz who reported a bill had passed the state legislature which made the suit in question unnecessary. By general consent the matter was tabled.

**ITEM IV: Report on C.E.D. Meeting** was given by Ralph White who announced that the C.E.D. has requested the NAD send in formal application and justification for becoming part of CED.

**ITEM V: Financial Aid Request.** At the request of President-Elect Ralph White, the Executive Secretary provided background on a request for \$7,000 by Actor Bernard Bragg. Corson (Myers) moved to postpone action until after the budget could be studied. Carried.

**ITEM VI: Source of NAD \$35.00 Family Membership** was given by the Executive Secretary. Bloom (Corson) moved to instruct the secretary to insert a notice in the next DEAF AMERICAN issue clarifying membership dues. Carried.

**ITEM VII: Dissolution of the COSD.** The Executive Secretary reviewed how the NAD was designated caretaker of the Council by the COSD Board and the failure to win approval of a grant to rejuvenate the Council. In order to make COSD Board action legal, a new representative from the NAD was in order. Olsen (Green) moved the Board go on record as favoring formal dissolution of the COSD. Carried unani-

mously. By general consent the Board designated President Garretson NAD COSD representative.

**ITEM VIII:** At this point the Board received a report from Mr. Sy Dubow on the **Legal Defense Fund** of the National Center for Law and the Deaf. Mr. Dubow pointed out how case decisions in one state influenced cases in other states. The mechanics of funding the LDF was explored at length. Olsen (White) moved that the LDF be allocated funds under the regular voucher system. Carried.

**ITEM IX: Priorities for the LDF** were discussed.

Submitted and adopted by general consent were:

1. Precedent setting action
2. Defense of precedents
3. Interpretation of "least restrictive means"
4. Employment
5. Social services
6. Enforcing Affirmative Action

Corson (Collums) moved that the President be authorized to nominate a candidate for secretary to the LDF. Carried.

A vote of thanks was given by Mr. Dubow.

The Board recessed for the evening at 11:25 p.m.

**Saturday Morning, February 19**

The meeting reconvened at 9:00 a.m. with all Board Members and the Executive Secretary present.

**ITEM X: Change in per diem policy.** Corson (Bloom) moved to adopt policy of double occupancy room rate plus \$15.00 for meals. Carried.

**ITEM XI: Report of the Finance Committee** was brought by Chairman Harvey Corson who reviewed role and function of the Finance Committee. Chairman Corson received input from the Board and was instructed to report back the following day with a formal list of Committee functions.

**ITEM XII: A revised budget** was presented by the Executive Secretary. Estes (Olson) moved to approve revised budget. Carried.

**ITEM XIII: Branch Office Feasibility Study** was reported on by Chairman Gary Olsen who moved the study be implemented. Seconded by Larry Forestal.

At 11:45 White (Bloom) moved to recess for lunch until 1:00 p.m. Carried.

The meeting reconvened at 1:20 p.m. with all members present except Bloom who entered shortly afterwards.

Discussion continued on a pro-con basis on the Branch Office Feasibility Study. In response to a question as to whether and how the plan could be afforded, the Executive Secretary pointed out it was possible to fund the plan by discontinuing payment of representative travel to conventions and Board per

diem. Debate ended with the Board taking turns expressing individual opinions. A call for the question carried. The Board voted 11-1 to implement the study.

Estes (Corson) moved to adopt Plan B, which calls for advertising immediately the position of Assistant Executive Secretary in charge of state affairs with location to be determined at a later date. Carried.

**ITEM XIV: Formal wording in Functions of the Finance Committee** was presented by Chairman Corson as follows:

1. Prepares and submits the biennial budget to the Executive Board for Convention approval. The Executive Secretary/National Office will prepare detailed breakdowns/categories as directed by the Finance Committee.

2. Reviews periodically the financial picture of the NAD and makes recommended revisions/adjustments of allocations to various departments, programs, and committees within the NAD structure.

3. Receives budget proposals and financial reports and departments/committees within the NAD structure from Executive Secretary and makes recommendations to the Executive Board for approval/action.

4. Exercises oversight of the NAD financial operations.

5. Makes periodical reports to the Executive Board on financial matters.

6. Functions as a standing committee during NAD Conventions in receiving, reviewing, and recommending on proposals involving finances and accordingly makes revisions on proposed biennial budget for Convention approval.

7. Provides information to the state associations and prepares them for proposals involving finances which must be submitted in advance of or during the first two days of convention.

White (McKinney) moved adoption. Carried.

**ITEM XV:** White (Bloom) moved to approve **budget item for Assistant Executive Secretary** for the national office. Carried.

In response to a question as to hiring procedure, the Executive Secretary reported that normal procedure included 1) advertising the position, 2) screening of applicants by a Screening Committee, 3) submitting three names to the President for appointment with approval of the Board.

The President declared a 10-minute break at 2:37 p.m.

**ITEM XVI: Status of the 1977 National Forum** was discussed by the Executive Secretary who reported that he had received an inquiry by the ICDA which he did not interpret as a formal request. Olsen (White) moved to instruct the Executive Secretary to proceed with advertising for a sponsor for the 1977 Forum with the understanding the NAD will assume such if there are no takers. Carried.

By general consent the Board endorsed the concept of a two-hour open session at each National Forum for discussion of inter-organization consumer concerns/priorities.

**ITEM XVII: Financial Report on Houston Convention** was brought by Convention Chairman Ralph White who clarified the reason that two reports exist rather than one; the reason being one was a report of finances handled by the Convention Committee and the other compiled by the Home Office which included receipts during convention. Myers (Scheler) moved to accept the report of the 1976 Convention. Carried. McKinney (Bloom) moved a vote of thanks to Chairman White and his committee for a job well done. Carried. Mr. White received a round of applause.

**ITEM XVIII: Status of the Rochester Convention** was discussed at length by the Board. Olsen (Green) moved that Board Members Bloom and the Executive Secretary be appointed to review the Rochester Convention agenda and develop a format to be submitted to the Board by mail. Carried.

**ITEM XIX: Centennial Convention Report** was brought by Chairman Gary Olsen. Corson (Bloom) moved up to \$3,000.00 be approved for planning the Centennial Convention. Carried.

The meeting recessed for the day at 4:45 p.m.

#### Sunday Morning, February 20

The meeting reconvened at 9:15 a.m. with all members present.

**ITEM XX: The Bragg request** was taken up again. Bloom (Estes) moved to approve a \$2,000.00 financial arrangement with Bernard Bragg. Carried.

**ITEM XXI: A resolution commending the NJAD** was unanimously adopted reading:

**Whereas**, the New Jersey Association of the Deaf has demonstrated strong support for the National Association for the Deaf;

**Whereas**, it has conducted numerous fund-raising activities toward the retirement of the mortgage of Halex House;

**Whereas**, the activities have been conducted under the leadership of Mr. and Mrs. Albert G. Barnabei;

**Whereas**, the New Jersey Association of the Deaf, presented a \$1,000 check to the National Association of the Deaf at its convention in Houston in July, 1976;

**Be it resolved** that the Executive Board extend to the members of the N. J. Association of the Deaf its deep appreciation for its support and contribution to the Halex House Mortgage Retirement Campaign.

**ITEM XXII: Recommendation from Yerker Anderson**, Chairperson, International Relations Committee to wit: the National Theatre of the Deaf appointment as associate member of WFD and the American nominations for various commissions. Corson (Green) moved approval. Carried.

**ITEM XXIII: Recommendation to raise age limit** of contestants for Miss Deaf America from 28 to 30. Corson moved approval. Died for lack of a second.

**ITEM XXIV: Professional Actors Request.** A request for \$1,200.00 from the chairperson for a two-day meeting was heard. Finance Chairman Corson (Bloom) moved approval of up to \$800.00. Carried.

**ITEM XXV: Guidelines for Regional Board Members.** Detailed discussion of activities in each Region followed. Scheler (Green) moved a permanent listing of all State Association presidents be made in THE DEAF AMERICAN. Carried.

**ITEM XXVI: Corson (Scheler)** moved to instruct the Executive Secretary to investigate the acquisition of an **800 number phone line.** Carried

**ITEM XXVII: Olsen (Green)** moved to authorize **Regional Board Members to meet prior to the next Board meeting** for the purpose of developing roles, responsibilities, and functions of Regional Board Members. Carried.

**ITEM XXVIII: Selection of a NAD committee to work with IAPD/PRWAD on a merger plan.** Report was brought by the Executive Secretary on developing an umbrella system under the NAD. Scheler (Myers) moved to authorize the President to select a committee of four to work on this matter. Carried.

**ITEM XXIX: Report on "HearFound".** Background was given by President Garretson. No action indicated.

**ITEM XXX: Position Paper on Public Law 94-142.** McKinney (Smith) moved the President be authorized to develop a position paper before the March 1 deadline. Carried.

**ITEM XXXI: Definitions of Deafness.** White (Corson) moved the President select a committee to study definitions of deafness and make recommendations to the Board. Carried. The Chair appointed White, McKinney, Corson, and Schreiber.

**ITEM XXXII: Jr. NAD Camp Director.** Smith (Collums) moved that Gary Olsen be approved as Camp Director until Rochester Convention. Carried.

**ITEM XXXIII: Deafness Awareness Week.** Smith (Bloom) moved the Vice President be instructed to take appropriate steps to have the President of the United States proclaim Deaf Awareness Week. Carried.

A brief recess was called at 11:45 a.m., reconvening at noon.

**ITEM XXXIV: Correction of July 10 Board meeting minutes** were approved by general consent as follows:

Paragraph 20:

The chair requested approval of Tracy Hurwitz as chairman of the Law Committee and Dr. George Propp as chairman of the Education Committee. Approved by general consent.

Olsen (McKinney) moved to appoint Harvey Corson chairman of the Finance Committee. Carried.

Olsen (Smith) moved to appoint Presi-

## NAD Speakers Bureau

Conventions and special events at which the NAD will be represented by Board Members and the Executive Secretary in 1977.

March 26: Louisiana, Ralph White  
May 27-30: Kansas, Fred Schreiber  
June 3-5: Illinois, Mervin Garretson  
June 10-12: Indiana, Harvey Corson  
June 10-12: Mississippi, Dave Myers  
June 17-19: Montana, Gary Olsen  
June 17-19: Wisconsin, Larry Forestal  
June 17-19: Kentucky, Mervin Garretson  
June 17-19: South Dakota, Jess Smith  
June 17-19: Alabama, Fred Schreiber  
June 24-26: West Virginia, Charles Estes  
June 24-26: Iowa, Ralph White  
July 8-10: Tennessee, Jess Smith  
July 15-17: Minnesota, Gary Olsen  
August 5-7: Missouri, Harvey Corson  
August 19-21: Michigan, Gary Olsen  
September 2-5: Empire State, Mervin Garretson  
October 7-9: Ohio, Mervin Garretson  
September 2-5: New Jersey, Frank Turk\*

\*Not a NAD Board Member  
If a state association wishes to have a NAD speaker, it should contact:

Larry Forestal, Vice President  
National Association of the Deaf  
1 South 250 Holyoke Lane  
Villa Park, Illinois 60181  
(312) 627-5324 (TTY or Voice).

dent Garretson as NAD Representative to the WFD in Rome. Carried.

**ITEM XXXV: Columbus Colony.** Corson (Scheler) moved the President be authorized to respond to Mr. James T. Flood's letter requesting endorsement of the Columbus Colony as per the resolution adopted at the Houston Convention. Carried.

**ITEM XXXVI: Proposed procedural changes.** Forestal (Green) moved that correspondence procedure remain the same with its exception that film evaluations and librarian's letters be eliminated, the President's letters be added and letters requiring responses be color coded. Carried.

**ITEM XXXVII: White (McKinney)** moved the Board approve **Current Priorities in Deafness** and publish same in its entirety in THE DEAF AMERICAN. Carried.

**ITEM XXXVIII: Estes (Green)** moved to approve the **Research and Development Committee TTY Report** on proposal to seek government funds to buy telecommunication equipment in quantities that will bring cost to a level appropriate to most people. Carried.

**ITEM XXXIX: Corson (Olsen)** moved the Board write a resolution expressing satisfaction and appreciation for activities of **RT-17 (New York University Deafness Research and Training Center).** Carried.

**ITEM XL: Smith (Olsen)** moved that the Executive Secretary be instructed to explore the possibilities of establishing a **credit union for NAD members and staff** and prepare a proposal for the Board. Carried.

**ITEM XLI: White House Conference on Handicapped Individuals.** Discussion took place on implications of the WHCHI for the NAD. No Board action was indicated.

At this point President-Elect White presented the NAD with a Bicentennial



flag on behalf of the Parent-Professional Section of Texas Association of the Deaf. By general consent, the Board requested Mr. White to convey the Board's appreciation to TAD Parent-Professional Section.

**ITEM XLII: Report on Halax House Fund Raising Project.** Chairman Ralph white announced a report is forthcoming and will be printed in THE DEAF AMERICAN.

**ITEM XLIII: Status of the Ohio Association of the Deaf lawsuit.** White (Bloom) moved to instruct the Executive Secretary to take steps to retrieve the NAD's \$5,000.00 if the OAD decides not to pursue the lawsuit. Carried.

**ITEM XLIV: Vice President Forestal reviewed policy of sending NAD speakers to conventions of cooperating member State Associations.** Corson (Green) moved to authorize the Vice President to study travel procedure and policy and make recommendations to the Board. Carried.

The meeting adjourned at 1:37 p.m.

Respectfully submitted,  
Charles C. Estes  
Secretary-Treasurer

## NATIONAL ASSOCIATION OF THE DEAF

### New Members

Nancy Prussian	Illinois
Evelyn G. Hill	Maryland
Kathy L. Fink	Nebraska
Cherie Lynn Mann	Ohio
T. E. Lyons	California
Marlene Meltz	Pennsylvania
John W. Smith	Minnesota
Julia M. Wilkinson	New York
Ken Sorkin	California
Joseph Paulone	Pennsylvania
Marcia Mayberry	Texas
Dr. Hendrik Scholer	Georgia
Mrs. Marjorie Culbertson	Maryland
A. Michael Kent	New Jersey
Barbara Frueno	Montana
Susan C. Krivin	New York
Travis L. Higginbotham	Arkansas
Ms. Brenda M. Banfield	Maryland
Cindy Lisotta	Hawaii
Sandra Connell	Washington
Joyce Stevens	Massachusetts
Annie Laurie Steffens	Vermont
Debra W. Martin	Tennessee
Mr. and Mrs. Emory D. Marsh	Michigan
Shelley Holmes	California
Julie Sanford	Oregon
Alison Goodman	Indiana
Diane M. Mercer	Washington
Mrs. Richard Beard	Pennsylvania
Roland G. Frank	Maryland
W. J. Clark, Ph.D.	Georgia
Martha J. Pratt	Alabama
Miss Vivian Budrich	Florida

### Contributions To Halax House

Micon Industries	\$1,000.00
"OVER 55" Club of St. Ann's Church for the Deaf	50.00
Harold Smalley	6.00
Montana Association of the Deaf	13.50
Patricia Zinkovich	25.00
Dr. and Mrs. Ronald Nomeland (In memory of Emily Hale)	5.00
Mr. and Mrs. Marcellus Kleberg (In memory of Jorga Cecile Mosbaugh)	10.00

### General Fund

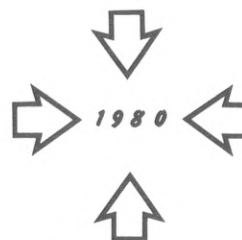
Gary Blake	\$10.00
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## New Hampshire Association Has April General Meeting

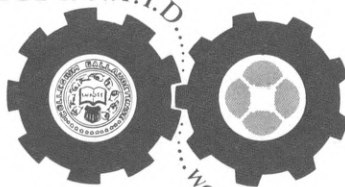
The New Hampshire Association of the Deaf held a general meeting on April 23 at New Hampshire Vocational Technical College, Claremont. Following the meeting were an Italian buffet and skits. The buffet was cooked by the deaf college students who are taking Gourmet Cooking Class to earn credits.

Performers of the skits were both deaf and hearing students and staff of the college. The whole affair was headed by Vice President and Social-Cultural Chairperson Brent S. Nowak with two assistants, Connie Tullos and Rene Pellerin. About 65 people attended the event.

The next meeting will be, rain or shine, an all-day outing and picnic at the beautiful Sunapee State Park on June 25.



## GALLAUDET COLLEGE & N.T.I.D.



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## COMMUNICATION WORKSHOP

"How to Implement Simultaneous/Manual Communication Instructional Programs in Schools"

**FOR:** Persons responsible for simultaneous/manual communication training in their schools. Limit one person per program.

**TO:** Give an awareness of the process involved, from research to implementation of programs in a school setting.

**WHEN:** Nov. 6 - 10, 1977. **WHERE:** Hilton Airport Plaza Inn, Kansas City, MO

**Limited Enrollment:** Registration limited to 75. Fee (\$25) includes dinner and program materials. Registration deadline July 15, 1977.

### APPLICATION

NAME \_\_\_\_\_  
POSITION \_\_\_\_\_  
SCHOOL \_\_\_\_\_  
MAILING ADDRESS \_\_\_\_\_  
CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_  
PHONE \_\_\_\_\_

(Signature and Position of School Administrator)

Please send registration form and check made payable to Gallaudet College to: Dr. Gerilee Gustason, Gallaudet College, Kendall Green, Washington, D.C. 20002.

Applicants will be notified of acceptance by Aug. 15, 1977. Registration fees will be refunded to those not accepted. Participants are responsible for their own travel, hotel, and meals. Hotel information will be sent to registrants.

For more information call:  
Dr. Frank Caccamise (716) 464-6420  
Dr. Gerilee Gustason (202) 447-0345

Schools for the deaf, colleges and club athletic schedules and results are needed for THE DEAF AMERICAN's "Hotline Sports" section. Send such material to Mr. Charley Whisman, DA Hotline Sports Editor, 4316 North Carrollton Avenue, Indianapolis, Indiana 46205.

## Waterville Valley Mini Ski Week February 2-6, 1977, Connecticut Ski Club of the Deaf

Giant Slalom (Men)			
	1st Run	2nd Run	Total
1. Timothy McLain	25.5	25.7	51.2
2. Douglas Klein	26.2	26.1	52.3
3. Robert Ferrance	26.2	26.7	52.9
Giant Slalom (Women)			
	1st Run	2nd Run	Total
1. Judy Paljanos	29.1	30.3	59.4
2. Shirley Julien-Klein	29.7	29.8	59.5
3. Heidi Behrer	31.5	31.1	62.6
Special Slalom (Men)			
	1st Run	2nd Run	Total
1. Douglas Klein	28.8	27.6	56.4
2. Robert Ferrance	29.8	30.6	60.4
3. Herbert Belile	31.1	30.0	61.1
Special Slalom (Women)			
	1st Run	2nd Run	Total
1. Heidi Behrer	33.5	34.5	68.0
2. Alice Macner	36.0	36.2	72.2
3. Judy Paljanos	33.5	39.8	73.3
Cross Country Race (Men—6 Miles)			
1. Herbert Holbrook			58:58
2. John Frink			66:56
3. John Paul Young, Jr.			69:30
Cross Country Race (Women—3 Miles)			
1. Cathy Sulinski			32:09
2. Mary E. Pollard			41:13
3. Roberta Mercure			42:24

## European Alpine Championships

Grainau, West Germany

February 6-12, 1977

Down Hill (Men)	
1. J. Holden, Norway	1:32.06
2. T. Hoff, Norway	1:32.22
3. C. Rinderer, Switzerland	1:32.30
4. P. Wyss, Switzerland	1:32.39
5. X. Raith, Germany	1:32.59
American ranking	
22. Alex Bonura, U.S.A.	1:39.41
24. Don Morris, U.S.A.	1:40.11
Giant Slalom (Men)	
Total 2 runs	
1. V. Palatini, Italy	2:45.47
2. T. Hoff, Norway	2:48.64
3. P. Wyss, Switzerland	2:50.46
5. J. Holden, Norway	2:50.82
5. H. Keller, Switzerland	2:51.60
American ranking	
9. K. Murashige, U.S.A.	2:55.04
Alpine Combined Total (Men)	
1. V. Pallatino, Italy	5:09.76
2. J. Holden, Norway	5:17.40
3. P. Pignard, France	5:18.79
Down Hill (Women)	
1. C. Pelletier, France	1:30.79
2. C. Pelletier, France	1:31.06
3. B. Ruf, Switzerland	1:31.54
4. N. Bonura, U.S.A.	1:31.97
Giant Slalom (Women)	
1. B. Pelletier, France	1:26.63
2. C. Pelletier, France	1:27.45
3. N. Bonura, U.S.A.	1:29.72
4. M. Guenin, Switzerland	1:30.02
5. I. Klingensmayer, Germany	1:30.36
American ranking	
9. R. Kruskinski, U.S.A.	1:53.0
Alpine Combined Total (Women)	
1. C. Pelletier, France	3:57.79
2. B. Pelletier, France	3:58.50
3. N. Bonura, U.S.A.	4:02.46
Slalom (Men)	
Total 2 Runs	
1. P. Pignard, France	89.70
2. V. Palatini, Italy	91.60
3. J. Holden, Norway	94.52
4. A. Duchosal, France	94.81
5. K. Murashige, U.S.A.	96.34
Slalom (Women)	
1. B. Pelletier, France	99.52
2. C. Pelletier, France	99.55
4. B. Ruf, Switzerland	104.00
3. N. Bonura, U.S.A.	100.57
5. M. Guenin, Switzerland	113.42
American ranking	
8. R. Kruskinski, U.S.A.	127.03

## Midwest Schools for the Deaf Track Meet April 30, 1977, Iowa School for the Deaf, Council Bluffs

Team scores:

1. Missouri 83-1/5	
2. Wisconsin 44-1/5	
3. Oklahoma 44	
4. Kansas 43	
5. Iowa 42-1/5	
6. Minnesota 39-1/5	
7. South Dakota 37-1/5	
8. Nebraska 25	
Event results:	
Shot Put—Bacon, Mo., 45 ft. 5½ in. (new record); Hoffman, Mo., Birkhofer, Minn., Probert, Wis., Miller, Iowa.	
Long Jump—Manning, Mo. 19 ft. ¼ in.; Salem, Minn., Schebaum, Mo., Decker, S.D., Steele, Iowa.	
High Jump—Green, Kan., 6 ft. 2 in. (new record); Morgan, Wis., McFarland, Iowa, Probert, Wis., Bartee, Mo.	
Pole Vault—Grate S.D., 12 ft. 6 in. (new record); Perry, Wis., Etliche, Wis., McKlaun, Iowa; Miller, Iowa.	
Discus Throw—Vaade, Wis., 119 ft. 6½ in.; Bacon, Mo., Maddix, Mo., Spence, Okla., Weigand, Wis.	
Two-Mile Run—Bonhayo, Minn., 11 min. 16 sec.; O'Brien, Minn.; Davison, Iowa; Baumgartner, S.D.; Dautel, Kan.	
120 yd. High Hurdles—Green, Kan.; 16.16 sec. (new record); Kuehn, Minn.; Ross, Neb.;	

June 4—Bowling Classic at Little Rock, Arkansas  
 June 4—Mixed Bowling Tournament at Philadelphia, Pennsylvania  
 June 17 to 19—CAAD Regional Volleyball Tourney at Buffalo, New York  
 June 28-July 2—13th Annual World Deaf Bowling Tourney, Syracuse, New York  
 July 16-26—XIII World Games for the Deaf, Bucharest, Romania  
 August 1-5—Midwest Golf Tourney at Denver, Colorado  
 September 2-4—CAAD Softball Tourney, Cleveland, Ohio  
 September 2-4—MAAD Softball Tourney, Wichita, Kansas  
 September 14-17—AAAD National Slo-Pitch Softball Tourney, Houston, Texas

## Gallaudet College Baseball Results

Gallaudet 3, Dundalk 12  
 Gallaudet 4, Frederick 8  
 Gallaudet 8, Washington College 14  
 Gallaudet 6, Coppin State 2  
 Gallaudet 8, Coppin State 7

Vaade, Wis.; McFarland, Iowa.  
 100 yd. dash—Grate, S.D., 10.5 sec.; Manning, Mo.; Steele, Iowa; McBride, Mo.; Callaghan, Neb.  
 2-Mile Relay—Iowa, 8 min., 43.3 sec. (new record); Missouri, Wisconsin, Oklahoma, Nebraska.  
 220 Yd. Dash—Grate, S.D.; 23.56 sec.; Steele, Iowa; McDaniel, Okla.; Gosier, Neb.; McBride, Mo.  
 One Mile Run—Scott, Neb., 57.7 sec.; Morling, Minn.; Krogman, Iowa; Dinger, S.D.; Sharp, Wis.  
 880 Yd. Relay—Missouri, 1 min., 35.25 sec. (new record); Oklahoma, South Dakota, Nebraska, Wisconsin.  
 440 Yd. Dash—Grate, S.D., 57.3 sec. (new record); Presswood, Iowa; Watson, Okla.; Kuehn, Minn.; Etticher, Wis.  
 180 Yd. Low Hurdles—Rogers, Mo., 22.0 sec.; Thompson, Kan.; Salem, Minn.; McFarland, Iowa; Vaada, Wis.  
 Mile Medley Relay—Missouri, 3 min., 57.69 sec. (new record); Kansas, Oklahoma, Wisconsin, Nebraska.  
 880 Yd. Run—Yarnell, Iowa, 2 min., 07.98 sec. (new record); Howerton, Okla.; Schebaum, Mo.; Wrightman, Kan.; Rentschler, Neb.  
 440 Yd. Relay—Missouri, 45.9 sec. (new record); Oklahoma, Kansas, Nebraska, Wisconsin.  
 Mile Relay—Kansas, 3 min., 41.99 sec. (new record); Minnesota, Oklahoma, Wisconsin, Missouri.

## RETRACTION

On page 48 of the February 1977 issue of THE DEAF AMERICAN was printed an advertisement of Creative Thought Enterprises in which the name of California State University, Northridge, appeared without CSUN's knowledge and consent.

California State University, Northridge, states that it has not and cannot request and/or encourage Creative Thought Enterprises in regards to any product or service offered to the public. THE DEAF AMERICAN makes this retraction and regrets any inconvenience caused California State University, Northridge.

# Tri State Track Meet Danville, Kentucky April 30, 1977

## Boys

Team scores—Kentucky 82, Indiana 58, Tennessee 13.

High Hurdles—Castleberry, I., :18.1; Crombie, K.; Phillips, T.; Eisele, I.  
440 Yd. Dash—Lanham, K., :57.8; Timberlake, I.; Johnson, T.; Brice, T.  
100 Yd. Dash—Hodges, K., :10.7; Hamilton, K.; Eckelbarger, I.; Jenkins, T.  
1 Mile Run—Anderkin, K., 5:01.3; Mitchell K., Blackwell, I., Nash, I.  
880 Yd. Run—Anderkin, K., 2:20.2; Hollcraft, I., Dittman, K., Nash, I.  
Low Hurdles—Castleberry, I., :22.4; Crombie, K.; Eckelbarger, I.; Phillips, T.  
220 Yd. Dash—Hodges, K., :24.2; Hamilton, K.; Relford, I.; Phillips, T.  
Two Mile Run—Anderkin, K., 10:58.7; Mitchell, K.; Rapp, I.; Blackwell, I.  
880 Yd. Relay—Kentucky, 1:38.7; Indiana, Tennessee.  
Shot Put—Mann, K., 40 ft. 3½ in.; Prough, I.; Cash, I.; Cantrell, T.  
Discus Throw—Prough, I., 108 ft. 6½ in.; Mann, K.; Cantrell, T.; Eckelbarger, I.  
High Jump—Castleberry, I., 5 ft. 9 in.; Hoover, I.; Mann, K.; Mitchell, K.  
Long Jump—Lanham, K., 19 ft. 9 in.; Castleberry, I.; E. Phillips, T.; DeMarco, K.  
Pole Vault—DeMarco, K.; Rapp, I.  
1 Mile Relay—Kentucky 3:50.9, Indiana.

## Girls

Team scores—Tennessee 66-1/2, Kentucky 44-1/2, Indiana 42

440 Yd. Relay—Tennessee, :52.3, Kentucky, :55.8, Indiana, :56.1.  
60 Yd. Hurdles—V. Marlow, I., :09.69; A. Chilton, T., T. Wix, T., A. DeMarco, K.  
100 Yd., Dash—G. Moton, T., :11.66; S. Mayes, K., A. Taylor, T., Sanders, I.  
1 Mile Run—S. Trotter, T., 6:40.5; C. Gahimer, I., R. Watts, K., K. Moore, I.  
880 Yd. Relay—Tennessee, 1:58.5; Indiana, 2:03.1; Kentucky, 2:03.4.  
440 Yd. Dash—R. Foxx, T., :62.98; P. Allen, I., B. Ogle, T., G. Goode, K.  
110 Yd. Hurdles—V. Marlow, I., :16.0; T. Wix, T., A. Chilton, T., DeMarco, K.  
880 Yd. Medley Relay—Kentucky, 2:00.4; Tennessee, 2:09.65; Indiana, 2:14.3.  
880 Yd. Run—T. Lohse, I., 3:04.2; D. Goode, K., R. Watts, K., Franks, T.  
220 Yd. Dash—Mayes, K., :27.0; C. Sanders, I., G. Mober, T. and A. Todd, K. (Tie).  
1 Mile Relay—Tennessee, 4:43.3; Kentucky, 4:54.0; Indiana, 5:03.  
High Jump—A. Taylor, T., 4 ft. 11 in.; C. Sanders, I., Hamilton, K., R. Hayes, I.  
Shot Put—P. Wormsley, T., 26 ft. 11½ in.; Hayes, I., Sheffield, K., C. Rucker, I.  
Long Jump—G. Moton, T., 16 ft. 3 in.; J. Grubb, K., C. Sanders, I., Stinson, T.  
Discus Throw—Sheffield, K., 77 ft. 8½ in.; P. Wormsley, T., C. Rucker, I., C. Gahimer, I.

# Kansas Girls Invitational Track Meet, 1977

## Team scores:

1. Iowa 86
2. Wisconsin 44
3. Missouri 32-1/2
4. Kansas 22
5. Nebraska 15-1/2
6. South Dakota 15

## Event results:

Discus Throw—Downey, Iowa, 74 ft. 9 in.; Broeder, Neb.; Haupt, Iowa; Hill, Mo.; Boettcher, Wis.  
Shot Put—Finton, S.D., 28 ft. 19 5/8 in.; Walker, Wis.; Broeder, Neb.; Warrior, S.D.; Haupt, Iowa.  
Softball Throw—Barron, Iowa, 159 ft. 5 in.; Fisk, Iowa; Miller, Iowa; Vogelmann, Wis.; Ross, Kansas.  
High Jump—Walker, Wis., 4 ft. 4 in.; Hathoren, Mo.; Taylor, Neb.; Benson, Iowa; Jarstad, Wis.  
Long Jump—Benson, Iowa, 16 ft. 1 in.; Veach, Mo.; Hathoren, Mo.; Gosler, Neb.; Stenner,

## Wis.

110 yd. Hurdles—Spears, Iowa, 19.39 sec.; Stefan, Wis.; McLaughlin, Kan.; Hoxeng, S.D.; Stellmach, S.D.  
100 Yd. Dash—Powers, Iowa, 12.5 sec.; Coley, Kan.; Jorelan, Wis.; Hathoren, Mo.; Stellmach, S.D.  
1 Mile Run—Jarstad, Wis., 6 min., 15.86 sec.; Barron, Iowa; Dimmick, Wis.; Talbot, Mo.; Rodriguez, Kan.  
880 Yd. Relay—Iowa, 1 min., 55.9 sec.; Kansas, Missouri, Wisconsin, South Dakota.  
440 Yd. Dash—Powers, Iowa, 1 min., 07.66 sec.; Salisbury, Iowa; Jordan, Iowa; Anderson, Wis.; Gosler, Neb.  
440 Yd. Relay—Iowa, 56.51 sec.; Missouri, South Dakota, Wisconsin, Nebraska.  
880 Yd. Run—Milner, Kan., 2 min., 47.31 sec.; Barron, Iowa; Walker, Wis.; Taylor, Neb.; Davis, Mo.  
220 yd. Dash—Powers, Iowa, 29.22 sec.; Williams, Mo.; Coley, Kan.; Jordan, Wis.; Livingston, Mo.  
1 Mile Relay—Wisconsin, 4 min., 54.09 sec.; Iowa, Missouri, Nebraska, Kansas.



REPUBLIC OF CHINA VISITORS TOUR NTID—Dr. Paul Chao (third from left), cultural attache with the Embassy of the Republic of China in Washington, D.C., and Madame K. Chang (second from left), president and board chairperson of Chin-Yi Technical College in the Republic of China, recently toured the National Technical Institute for the Deaf, Rochester, N.Y. The visitors received an overview of NTID's Engineering Technologies Department from Dr. Edward Maruggi (left), department chairperson, and Dr. William E. Castle (right), dean of NTID.



Dr. Chao and Madame Chang toured NTID as part of their visit to Rochester Institute of Technology, which has recently established a linkage with Chin-Yi Technical College. As a result of the visit, NTID has now established a continuing information exchange with schools for the deaf in the Republic of China. (Photo credit: RIT Communications Service—Diedre Engle)



GEORGIA MAINSTAY—Antonio Cook, a junior, was one reason why the Georgia School for the Deaf Tigers won a second straight regional championship and a trip to the State Class B. finals. Cook, at forward, scored 339 points and had 282 rebounds.



# The PSD Da Vinci Moves On

By ART KRUGER, Sports Editor

1500 North Coalter Street, B-6 — Staunton, Virginia 24401

An exciting basketball season ended with Mt. Airy, Mill Neck, Mystic, South Carolina, Illinois and New Mexico winning tournament titles. The many other teams also deserve congratulations for their efforts on the hardwood.

**Mike Paulone is an artist. He doesn't use pastels or water colors; he uses orange basketballs.**

Some artists only sculpt, others only paint. But Paulone performs all the facets of his art, and he does them with the zest and passion of a young Da Vinci.

"Paulone only comes along every ten or so years," said his basketball coach, Erv Antoni of Pennsylvania School for the Deaf (PSD) in Mt. Airy. "He could do anything, just anything."

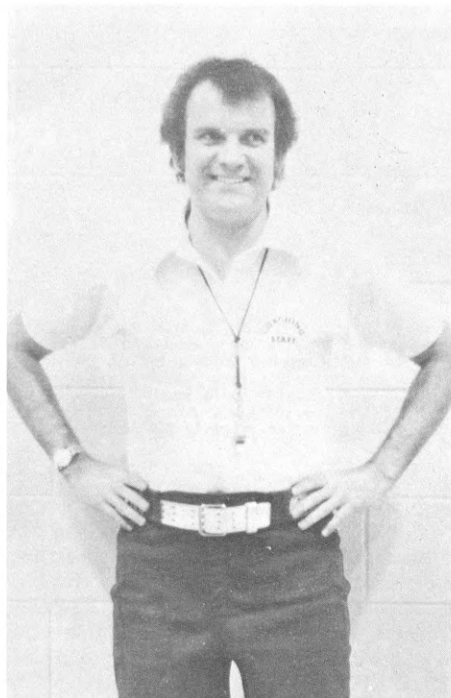
And Antoni should know, since he has been calling the plays for the Panthers for 28 years. And Erv is now the dean of deaf prep basketball mentors. "Mike has quick hands, super speed, excellent change of pace and above all, good knowledge of the game," Erv said of 5-11 All-Star senior. "He's the best all around cager I've had under my direction since 1950, and I've had good boys."

The unstoppable whiz, who played a combination forward-guard came just 10 points shy of breaking the 17-year-old PSD record of Barry Siekierka, Deaf Prep Basketball Player of the Year in 1960, for most points in one season. Paulone had an incredible 702, tops among deaf prepsters in the country this year.

But that figures, Da Vinci did not go through life painting just one masterpiece. There were dozens—and for Paulone, points came in the dozens. In mid-February he tallied a season high 51 for a new PSD standard. He also broke PSD all-time scoring record of 2,226 points, eclipsing Ricky Ballinger's career record of 1,663 points, and became the seventh deaf prepster to score over 2,000 points. His winning shot, 2,000 and 2,001 career point gave PSD a 50-49 thriller over American School for the Deaf in a semifinal contest of the 45th Eastern Division I deaf prep basketball tournament. And he became the first PSD cager to be picked on the All-Area high school second team.

The Panthers were subdued by the Hun School, 88-76, to end their season at a 15-9 overall mark and an even 5-5 in Penn-Jersey League clashes. But, Antoni has no regrets about this season.

Did it live up to his expectations. No, it didn't . . . it went beyond that. At the beginning of the season Erv had three holes to fill and he wasn't sure if the juniors could do it, but they surprised him. Everything fell into place. PSD became a quick offensive squad with Paulone, Donald Davis and Bob Jones running the wood. They averaged 66 points a game, a high figure compared with past seasons, and their timing and zone defense really came on strong. After Erv graduated three, Paulone, Davis and Jones showed their stuff. They worked well together and now he's sorry they're all seniors. Erv's going to have three more holes to fill. Davis was the ballhandler who fed the paint brushes to Paulone, and was also the second leading scorer. And Jones, who Antoni considered a small center at 6'3", came shining through and pulled down every rebound in sight. But Paulone held the team together; he was the master.



**COACH OF THE YEAR**—Bob Morrow of South Carolina School for the Deaf Green Hornets was named 1976-1977 basketball coach of the year because he built up a winning combination after seven years of coaching. Thanks to Bob, the Hornets exhibited remarkable sportsmanship and worked together as a team to upset Georgia in the finals of the 25th Mason-Dixon deaf prep meet. He told us after the championship game that his boys were really excited at the half, despite being down by 10 points, and said he felt they were going to win it.

Antoni, 52, is trying to look at next season with hope and optimism. But, when your Da Vinci paints his last picture, it makes you want to hang it up and just admire the greatness. Yet, don't count Erv out. He's going to stick around for more.

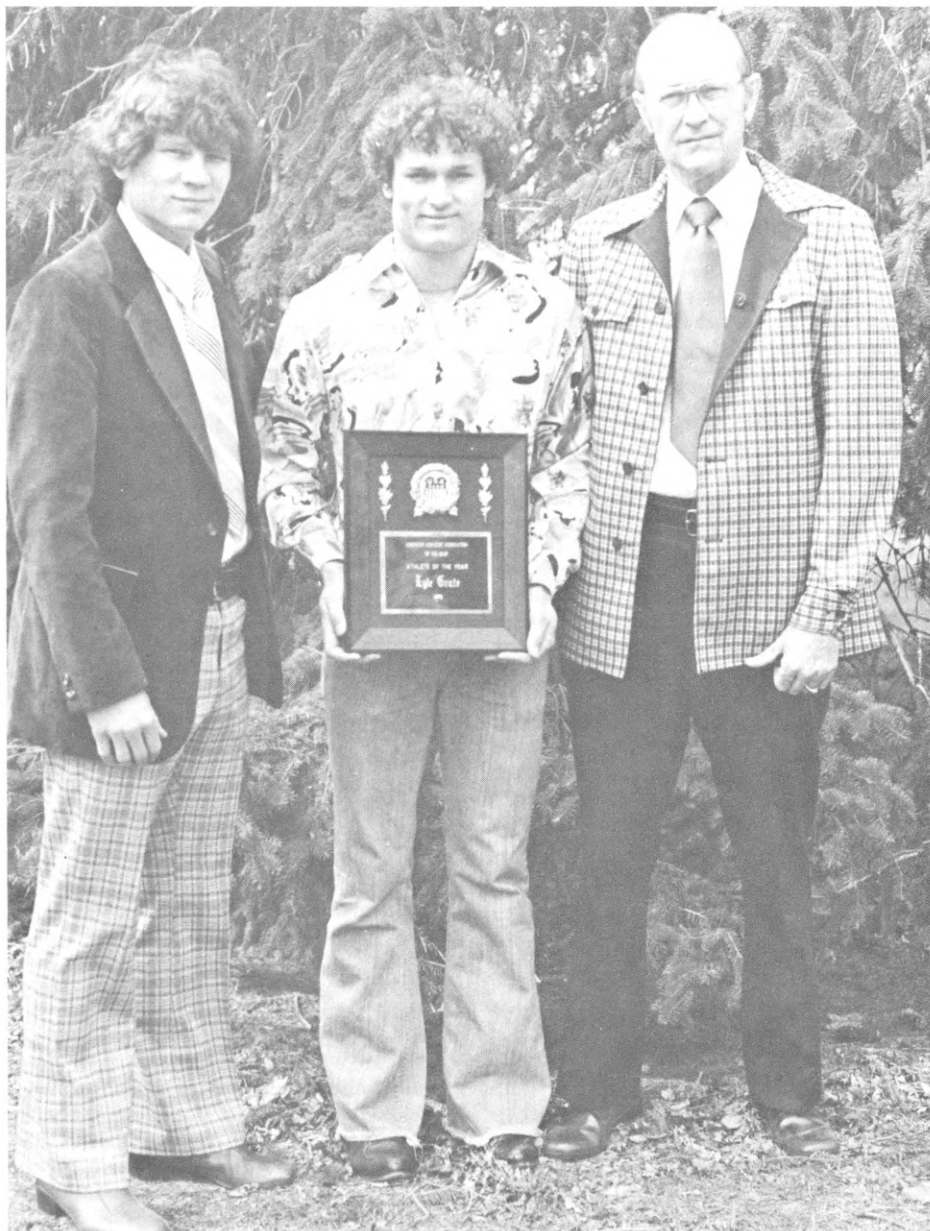
**But, after 28 years, 5 ESSDAA championships and 8 runnerups and a boy by the name of Paulone, Erv Antoni doesn't know if he could handle any more surprises.** Oh Erv does now. The way he figures it, it won't be until 1985 that a ball player of the caliber of Paulone comes along. Then he'll pull the curtain down.

**Erv Antoni's career record at PSD is 305 wins and 347 losses, and his tournament record is 57 victories and 29 defeats.** For him to determine which team was the best is very difficult even after thinking about it for some time. He can go by decades or he can go by records. First, he will go by decades. **From 1949-1959**, the best team was the 1953 combination of Manieri, Parrish, Runyon, Fedio and Kutzer which finished second to St. Mary's in the ESSDAA at West Hartford, Connecticut. This team's record was 19-8. Although his first championship team of 1959 was a good team, it could not compare with the 1953 team. This 1959 team did have Barry Siekierka, who two years later played for the United States at the Helsinki World Games, but it did not have much of anything else except a whole lot of heart.

**From 1960 to 1970** the 1966 team resembled the 1953 quintet. The center was Frank Chesney (6-4), the same as Walt Runyon, with four little guys running around the court. Led by Tom Pluguez, Ted Gut, Dick Coulter and Allen Snare, this team captured a title.

The 1962 five was led by Tony Vitelli and this team had height when it won the championship in Pittsburgh. George Hadersbeck (6-5), Ed Wiggins (6-3) and Bill Huttinger (6-2) were the giants with the gnats Vitelli, McDermott and LaRusso running around the court. This team had a 16-9 record.

**The most consistent teams were from 1970 to 1977, winning 100 games.** The 1972-73 team was one that did not win a championship but came close. This team had height with Jim Colston (6-5), Jerry Werner (6-4), Jerome Kerchner (6-8) and two guards in Mike Hurst and Mike Paulone. But the team had to face St. Mary's for the championship



**AAAD ATHLETE OF THE YEAR FOR 1976**—Lyle Grate of South Dakota School for the Deaf was presented at the luncheon at Salt Lake City, Utah, last March 25 to receive the special AAAD award. He's also a fine basketball player with his jumping and shooting abilities. A 5-10 guard, Grate scored a respectful total of 1,076 points in his four varsity years. He will participate for the United States in the decathlon as well as open pole vault this summer at the Bucharest World Games. He will enter Gallaudet College this fall. Standing with him are Larry Puthoff (left), SDSD track coach, and John Schumacher (right), SDSD basketball coach.

and lost. St. Mary's had the same height as PSD.

**Back-to-back championships by the 1975-76 and 1976-77 squads have to be a special thrill for Erv Antoni.** Jerome Kerchner, Mike Nelson, Robert Meehan, Bob Jones and Mike Paulone won the 1976 title, and Erv came back with Bob Jones, Mike Paulone, Don Davis, Jon Davis and Bob Dey to capture the 1977 crown. Both these teams had the same record, 15-9, as did the 1972-73 quintet.

**Erv's biggest thrill in 652 games at PSD was the title game between PSD and Model Secondary School for the Deaf at the 45th ESSDAA meet held in Washington, D.C., February 17-19, 1977.** The Panthers, as second seed and defending champion, were not expected to

repeat as champions as host MSSD, seeded number one, tabbed the favorite. Yet PSD surprised Antoni and many of the players, coaches and spectators from other schools by having no trouble in defeating MSSD 79-70. Paulone finished with a game-high 32 points and Jones with 20 rebounds and also 14 digits. PSD had to stop MSSD's main gun, Jimmy Newsome. PSD used the box-and-one defense in order to stop him; however, when he sat down in the third quarter because of foul trouble, MSSD's Marcus Taylor began scoring and finished the game with 28 points. Newsome had 26. These two were excellent players, but PSD had two of the greatest players in Paulone and Jones. Paulone was a natural floor

leader; he got jumpers when PSD needed them. And Jones pulled down the big rebounds. PSD couldn't have won without them.

**We attended three 1976-1977 deaf prep cagefests . . . 23rd Central at Jacksonville, Illinois; 25th Mason-Dixon at Staunton, Virginia and the 45th Eastern Division I.** We observed several outstanding players at those three meets, and we would say that Mike Paulone was the best of all. He was equipped with the tools required for greatness—size, jumping ability, agility, a soft shooting touch—and was a strong defender and rebounder. Paulone also had the other ingredients that go toward becoming a winner—the proper attitude to receive coaching and the desire to keep improving. He was like a coach on the court when he was playing and an unselfish ball player.

**Paulone is our Deaf Prep Basketball Player of the Year 1977, and he became the first deaf prepster to be named both the football and basketball Player of the Year in the same academic year.**

\* \* \*

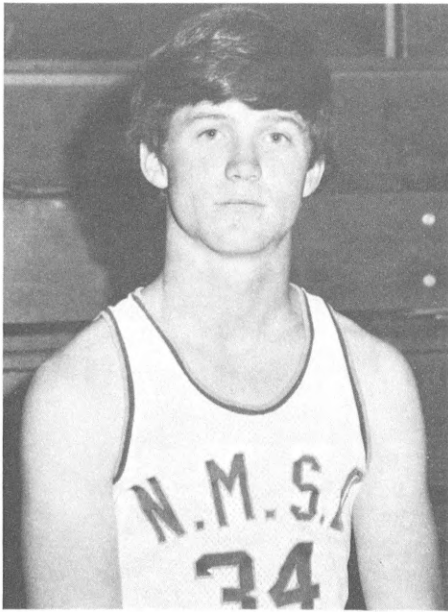
The best news of the deaf prep basketball season was the establishment of the long-awaited Farwest Deaf Prep Basketball Tournament. Despite the great travel distances that have always hampered the formation of such a meet, the first tournament was a huge success, thanks to Dr. Barry Griffing, State of California Assistant Superintendent of Public Instruction, and son of one of deafdom's noted leaders and writers, Ted Griffing, and Dr. Henry Klopping, new superintendent of the CSB Berkeley, who got the Farwest tourney going. Starting on a rotating basis, first in Berkeley and next year, 1978, in Riverside, the tournament is named The California Classic.

**Teams traveled to Berkeley via various transportation means. By air, CSD Riverside, New Mexico and Arizona. By train, it was Washington. By bus, it was Oregon. In vans, it was Colorado; and by stationwagon, it was Utah.**

Dan Lynch, director of student activities at CSD Berkeley, did a great job in running the first tournament. He arranged for everything including payment to Laney College for two basketball nets cut down by the New Mexico players at the final whistle of the title game. **The California Classic cost about \$9,000 and ended up with around \$750 profit. And each participating school got \$500 for transportation.**

New Mexico proved the class of the tournament and came out triumphant, edging CSD Riverside 48-45 in the last second to claim the championship trophy of the first Farwest Classic. The game was not decided until the last few seconds when John Milliron of New Mexico scored a decisive two pointer to enable the Roadrunners to earn the hard-fought game. Riverside sans four first stringers due to disciplinary reasons





**CATALYST OF NEW MEXICO'S OFFENSE—** Ronnie Milliron, who was selected MVP of the first California Classic, led the Roadrunners to a 17-8 record, the best winning mark in the nation. Time and again the Roadrunners looked to Ronnie to keep them going. He had a knack for keeping the NMSD boys in a game until the others could get untracked. He made the switch from forward to guard this year with amazing grace and increased his point per game average from 17.0 to 23.7. Ronnie also averaged 11 rebounds per game, despite his 5-11 size, playing baseline on a 2-1-2 defense and point man on a 1-2-2 defense. Most of his rebounds were acquired by excellent position. His floor leadership couldn't be measured or recorded, but it was something that players, spectators and coaches alike could sense.

surprised everyone and made a battle out of the title game.

John Milliron was the MVP selection of the tourney, and he richly deserved it. He directed the team offensively and was the "coach" on the floor. He was a tremendous leader and a player worthy for national recognition.

Oregon, Washington and Arizona looked very impressive at the meet, and most of their players are returning next year. Arizona showed the most amazing improvement under Elwin Slade and they are a coming-up team. Oregon played a deliberate game and smart, too. Colorado was not a weak team and Coach Ken Eurek did a good job developing the players.

New Mexico had the best deaf prep record this year, winning 17 and losing 8, and is tabbed as the 1976-77 Deaf Prep Team of the Year. Of its eight losses, seven were to AA schools. New Mexico is a Class A school. Three of these defeats were to the same school with one in overtime and the other in double overtime. All of the 5 AA schools that New Mexico played against finished either first or second in their respective districts. And NMSD's only other loss was to a Class A club in its regional tournament. Last year New Mexico was 15-7.

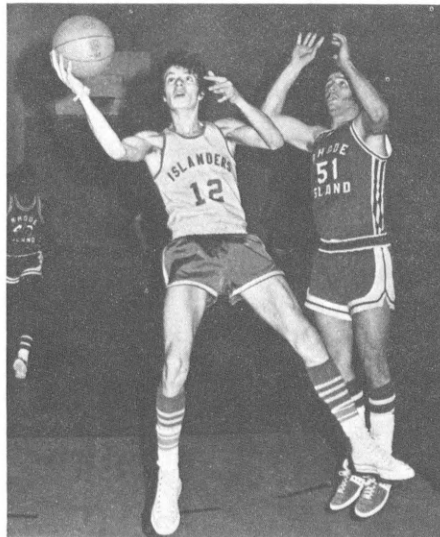
Kansas allowed an average of only 39.6 in the final 15 games and finished

the season with the best school record since 1942 at 16-4, including an 11-game winning streak that broke the school mark of 8 in 1942. Larry Beaver is the new KSD cage mentor.

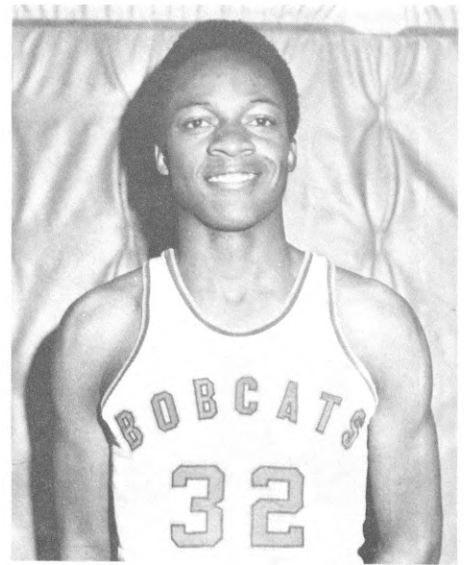
Illinois won its third straight Central States deaf prep tournament with a 56-39 count over Kansas. The ISD Tigers also had their third straight winning season with a 13-10 slate, and finished with the top defensive record among the area's 31 high schools, giving up only 46.4 points a game. Their tallest player was only 6-1, Mike Aubry, a junior, who was named as the best player of the CSSD meet. He has as much potential to become an outstanding player as any player that Mike Moore has coached since Willie Forest. He unfortunately broke a bone in his foot right after the Christmas holiday and missed seven games.

Despite its upset loss to South Carolina in the M-D finals, Georgia claimed the Region 6B crown a second time. And for the second straight year, GSD Tigers were involved in the State B competition, but Coach Zeke McDaniel's boys fell in the opening round, 76-73, to Long County High, and completed their season 16-6 and a fifth straight winning season. During those five years GSD has won 83 and lost 33.

For the first time in many a year, Michigan enjoyed a winning season with a 13-9 record, with the most victories for MSD in the last 21 years. The last time MSD enjoyed a winning season was in 1955-56 when it posted a 12-6 mark. The best record for Coach Martin Belsky, who has been with the school for 18 years—12 as head man—was 6-11 in his first campaign. MSD's record was 18-4 set in 1947-48 under the late Earl Roberts.



**Completes four fine seasons—**Richard Gammon (12), 5-11, 145-pound forward of the Governor Baxter State School for the Deaf Islanders in his four-year varsity career scored 1,191 points and grabbed 1,015 rebounds. These stats average out to 15.3 points per game and 13.1 rebounds. And he helped Maine amass a 50-28 overall record during his four-year prep tenure.



**ISD'S PRESSWOOD EARNS THREE ALL-STAR SPOTS—**A 6'3" forward, Eugene Presswood was selected to the all-city first team for the second straight year, all-conference first team also for the second consecutive year and made the All-Southwest Iowa Class B first team after averaging 24.8 points per game to lead the Western Iowa Conference in scoring. He also averaged 12.5 rebounds per contest to rank third in the conference and became only the second player in ISD history to surpass the 1,000 career point mark. His 225 rebounds this year gave him 885 for his four-year varsity career, good for an average of 12.3 per game. And in his four years as a Bobcat starter, Presswood averaged 18.2 per game and finished with 1,310 career points. He produced almost half the offense on the Iowa team that was 5-13 for the year.

Minnesota, too, had the best record in 20 years when Ron Mitchell's lads finished with a 12-7 slate and finally won the school's first district tournament game in 22 years. Other schools having winning or .500 campaigns were American (10-8), South Carolina (12-10), Kentucky (12-10), Florida (13-9), Alabama (13-9), Maine (13-7), Rhode Island (14-13), Mystic (18-10), Washington (11-11) and Ohio (10-10).

Basketball has to be a team game, but there were a number of outstanding individual performers during the 1976-77 season.

Mike Paulone led the parade with the best individual effort of the season when he scored 702 points, an average of 29.2 per game. Other players who averaged more than 20 markers per outing were Jimmy Newsome of Model (25.1), Danny Sellick of Mill Neck (25.0), John Bingham, Jr., of New Jersey (24.9), Eugene Presswood of Iowa (24.8), Ronnie Milliron of New Mexico (23.7), Daryl Wetzel of Austine (22.9), Ricky Early of West Virginia (22.8), Bobby Balzer of North Dakota (22.3), Ricky Fuller of Alabama (21.3), Anthony Wherry of Alabama (21.3), Ron Ketchum of Arkansas (21.0), Eddie Foster of Utah (20.0) and Lyle Grate of South Dakota (20.0).

Jock Ferreira of Rhode Island was over age for two deaf prep tournaments, but was eligible for high school play. He scored 548 points in 20 regular





**THIRD STRAIGHT CENTRAL STATES CHAMPIONS**—The Tigers of Illinois School for the Deaf in Jacksonville copped the first eight team CSSD tourney by defeating Whitney Young of Chicago, 79-19, Missouri, 63-51, and Kansas 56-39 in the finals. They also helped Coach Mike Moore to post his third straight winning season with a 13-10 slate. The ISD Tigers, left to right, standing: Dom Constabileo (20), Richard Young (22), Steve Murphy (52), Brad Porter (40), Darren Dyslin (54), Mike Aubry (44), Mike Moore (head coach), Steve Kehrer (50), Jon Domkoski (32), Brod Porter (34), Mike Koll (42), John Lestina (24), David Costa (30). Kneeling are managers Leon Devriendt, Gordon Senesac and Von Terao.

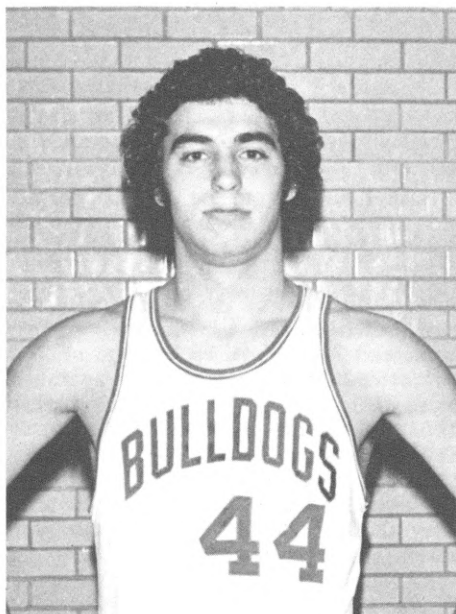
season games for a 27.4 average and closed out his brilliant five-year varsity career for Rhode Island with 2,527 points in 121 games, for a 20.8 average.

Jimmy Newsome's career stats are 1,400 points for an average of exactly 20 points per game in 70 games in three years. He could play one more season at MSSD since he is eligible, but he will enter Gallaudet College this fall. Other deaf prepsters who reached the 1,000 point summit in four years were Danny Sellick of Mill Neck (1,856), Eugene Presswood of Iowa (1,310), Richard Gammon of Maine (1,191) and Lyle Grate of South Dakota (1,076).

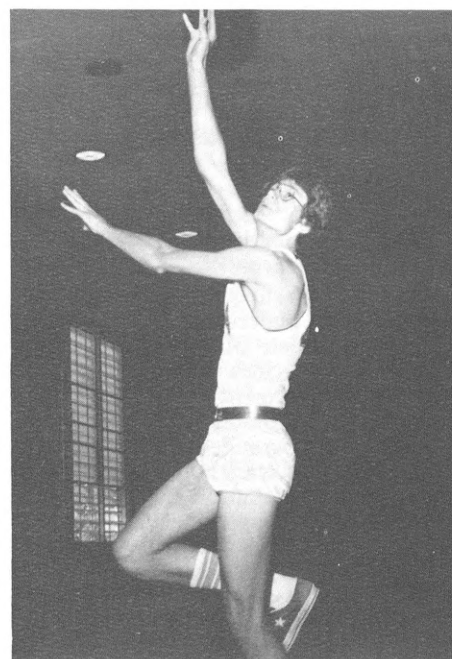
**COACH OF THE YEAR?** Bob Morrow of South Carolina.

P.S.: Mill Neck, Eastern Division II champion, beat Mt. Airy, Eastern Division I winner, 64-62, at Mill Neck for the championship of the East. The game was close all the way. Mill Neck led 11-10 after the first period, and was ahead at half 32-30, again 48-44 in third quarter and edged ahead 64-62 in the final canto. And it was a scoring battle between two of the deafdom's greatest cagers, Mike Paulone of PSD and Danny Sellick of Mill Neck. Paulone sizzled the basket for 36 points, while Sellick, the first deaf prepster to be picked on the All-Long Island team, chipped in 32 points. The only thing that Sellick could do better than Paulone was jump. Sellick is 6-3, while Paulone is 5-11.

North Carolina School for the Deaf had a very nice experience during the third week of March when the school had, as special guests, a contingent of



**NORTH DAKOTA ALL-AMERICAN** — Bobby Balzer, who moved into third place on the all-time career basketball scoring list at North Dakota School for the Deaf in Devils Lake this past season, poured in 468 total points this year and averaged 22.3 points per game as the Bulldogs struggled to a 6-16 overall season. Balzer ended his career with 1,504 points in 87 games. He trails only Tim Frelich, second with 1,653 points, and leader Steve Blehm, who collected 3,859 points. Balzer is 6'1" and weighs 200 pounds.



**UTAH STAR**—Eddie Foster, 6'8" tall is a nice coordinated player but his team was undermanned. Foster shot and rebounded well and if he had played for other teams, he would have turned those teams upside down with their speedsters and Eddie's rebounding. He impressed all who were involved in the first California Classic and was selected a second team All-Star. The Utah school is very small and has not had a basketball program for elementary boys; however, Art Dignan, new Utah head cage mentor, has established one and is looking forward to better basketball teams in the near future. Foster has another year to play and will enter Gallaudet College after graduation.

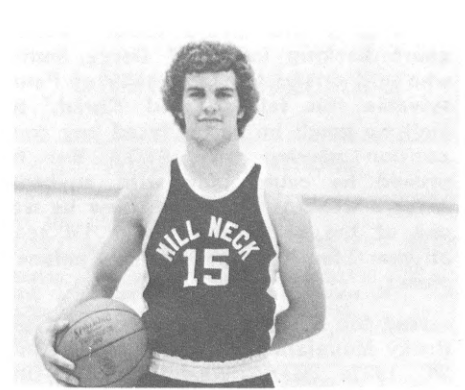


**FIRST FARWEST TOURNEY CHAMPION**—New Mexico School for the Deaf. The Roadrunners from Santa Fe played smart basketball to defeat CSD Berkeley, 46-36, Oregon, 46-42, and CSD Riverside, 48-45, to take the first annual California Classic cagefest. The NMSD Roadrunners, from left to right standing: Albert Rodriguez (13), Ricky Baca (15), Stan Wickham (45), Tim Fautheree (23), Sid Haley (31), Chip Stirling (coach), Ronnie King (43), Steve Lucero (21), Ronnie Millhorn (35), Pat Garcia (11), Joe Giarrantano (33). Kneeling are managers Robert Otero, Forrest McKinley and Randy Bekls. The Farwest Champion also was tabbed as the "Team of the Year" as it posted a fine 17-8 record, best among deaf prep schools in the nation during the 1976-77 campaign.

athletes from Ernest C. Drury School for the Deaf in Milton, Ontario, Canada. Teams from the two schools played nightly games in basketball and volleyball, both boys and girls. As expected, NCSD dominated in basketball, but the Canadians turned the table on NCSD in volleyball and beat the Bears quite easily. Bob Kost, Canadian track coach and interpreter who went with us to Venezuela for the first Pan Am Games for the Deaf in 1975, and Don Westmoreland, NCSD athletic director, were talk-

ing on the plane coming back from South America about getting the two schools together for athletic competition. Both agreed that this would be a great idea, but Don never dreamed it would materialize. The Canadian school raised money over the year and then made the trip. Small world!

One more about football . . . Mike Paulone battled the odds and the skeptics and Sunday, April 3, 1977, became what is believed to be the first deaf person to quarterback a hearing team in



**THREE-TIME ALL-AMERICAN**—Danny Sellick, a 6-3, 190-pound super star of Mill Neck School for the Deaf, sparked the Chiefs to a long-awaited Eastern Division II championship. Mill Neck easily defeated Maine 78-49, Lexington 75-61 and Mystic in the finals, 79-52. Sellick also helped Mill Neck to win the playoffs for Eastern crown by beating Pennsylvania, Eastern Division I winner, 64-62. An offensive, defensive and all-around specialist, Sellick led his team in scoring for the past four seasons and finished his brilliant prep career with 1,856 points in four years for a 21.8 average per game. He will play basketball for the United States at the upcoming World Games for the Deaf in Bucharest, Romania.

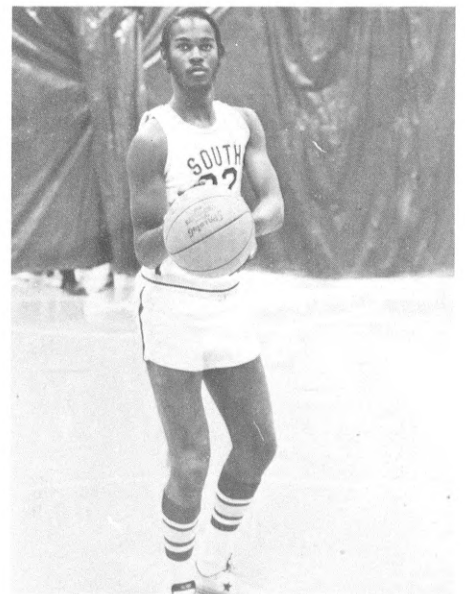
high school history.

And he did it well! And it was before a crowd of 13,402 fans!

Mike started slowly, quivering inside at the sight of all those fans and all those big, quick Public League stars. But he completed five straight passes in the second half, hit Father Judge Catholic High's Paul Lafferty with a 17-yard scoring strike and spurred the Non-Public All-Stars to an 8-8 tie after throwing a two-point conversion bullet into Bishop Neumann High's Gerry Smith's belly.



**MASON-DIXON CHAMPION**—South Carolina School for the Deaf Hornets defeated three other outstanding teams in the tourney, Alabama, 65-56, Virginia, 41-39, and Georgia, 54-47, to win the M-D title for the first time in 24 years. The Hornets just outplayed the tourney favorite, Georgia, in the second half. Georgia went up by 12 points just after the half but went to a slow and deliberate offense. In the first half the Tigers had run and used the fast break, but in the second, they tried to sit on the ball to draw the South Carolina zone away from the basket. The move backfired as South Carolina took the ball away five straight times to tie the game, and after that there was no way the Tigers could catch the Hornets. The SCSD players, are from left to right: **FIRST ROW**—Donald Scott (22), Abe Prioleau (10), Douglas Stephens (30), Lee Twitty (12). **SECOND ROW**—Alvin Carter (24), Vic Cassell (44), Lynwood Wilson (20), Kenneth Lida (14), Ronnie Harris (34). **THIRD ROW**—Robert Cooper (52), Joe Whittner (32), Jerry Hammond (54), Robert Milton (40), Carl Green (42). **BACK ROW**—Alan Arnett (manager), Alan Smith (manager), Mike Hollifield (assistant coach) and Bob Morrow (head coach).



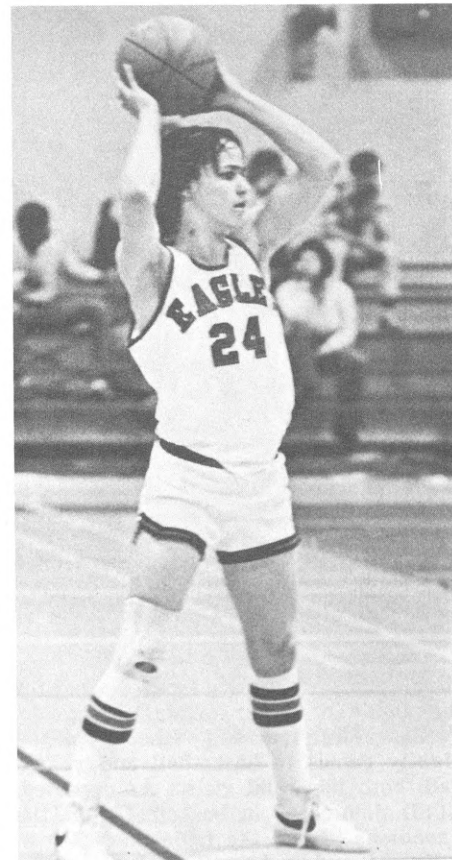
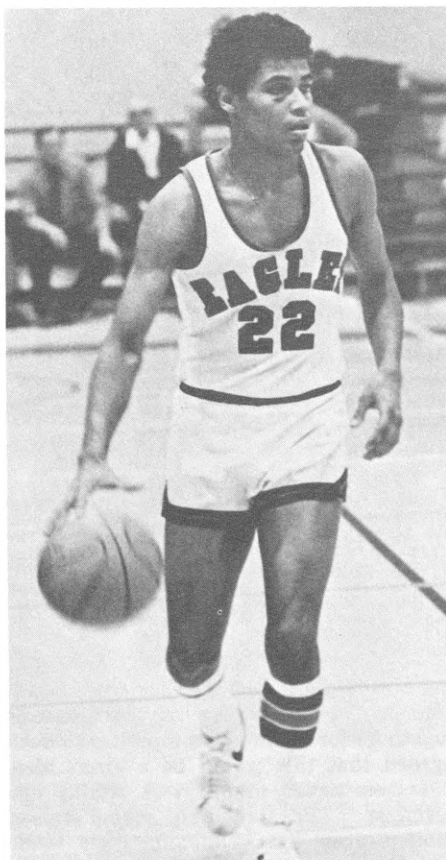
**BEST IN MASON-DIXON**—Joe Whittner, a 6-4, 190-pound senior of South Carolina School for the Deaf Green Hornets, was the main reason why SCSD won its first M-D title in 24 years. He was outstanding because he led the team in both scoring and rebounding. He intimidated opponents with his defensive ability and had several blocked shots to his credit. He helped the team earn 5th place in the toughest conference in the state of South Carolina and post second straight winning season with 12-10 campaign.



"When I first heard about Paulone quarterbacking us," said Gerry Smith, who will attend the University of Pennsylvania this fall, "I said 'Christ,' he ain't no good; he hasn't faced any competition playing with PSD. But he proved he could play with anybody. After a week of practice I knew he was one of the best quarterbacks I'd seen all year." Smith caught four of Paulone's passes.

And the following piece was from the Rocky Mountain News for Sunday, April 24, 1977: "Gary Washington, a fine athlete despite not being able to speak or hear, is being tried at tailback in CU spring football drills. It's said that many CU players have learned hand signals so that they can 'talk' to Gary, and that Washington has taught the Buffs' coaches and players a few special signals for calling plays which could save time and not be figured out by the opposition. Just so Coach Bill Mallory doesn't decide that this is the answer to how he can allow his players to talk to the press after games and not have to worry about what they might say."

Who were nation's finest deaf prep girl players in 1977? That question will be answered next month when the first National Deaf Prep Girls All-American basketball team is unveiled.



**REALLY OUTSTANDING MSSD PLAYERS**—Left is Jimmy Newsome (22) and right is Marcus Taylor (24), both seniors of Model Secondary School for the Deaf, Washington, D.C. Players, coaches and spectators at the 45th Eastern States Division I deaf prep basketball tournament enjoyed watching them play. Jimmy Newsome was the best player in the tourney next to Mike Paulone, as he did many of the things that Mike could do. Marcus Taylor almost did what Jimmy Newsome was supposed to do, and that was to beat PSD. A hustler and a fighter, Taylor blossomed into a fine player this year. He was a strong inside man and had a good shooting touch. Both are 5-11 seniors.

## 1977 Deaf Prep All-American Basketball Team

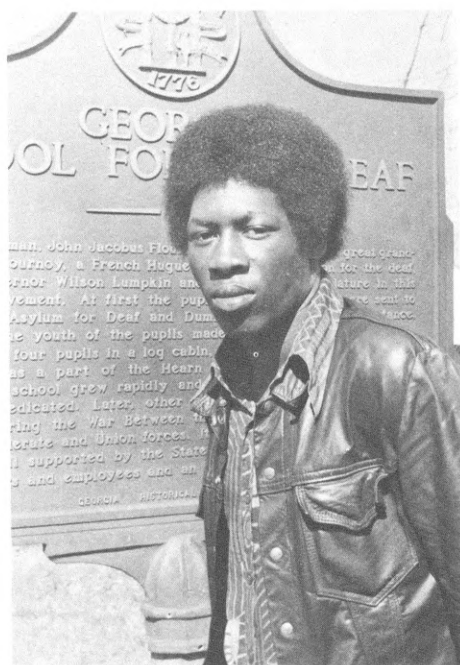
### First Team

Name and School	Age	Ht.	Wt.	Class	Av. Pts. Per Game	Coach
Mike Paulone, Mt. Airy	18	5-11	170	Sr.	29.2	Antoni
Danny Sellick, Mill Neck	18	6-3	190	Sr.	25.0	Rosenbaum
Bobby Balzer, North Dakota	18	6-1	200	Sr.	22.3	Brenner
Mike Maxwell, Wisconsin	18	5-9	160	Sr.	18.1	Rubiano
Joe Whitner, South Carolina	18	6-4	190	Sr.	14.5	Morrow
Engene Presswood, Iowa	18	6-3	180	Sr.	24.8	Traylor
Ronnie Milliron, New Mexico	18	5-10	165	Sr.	23.7	Stirling
Jimmy Newsome, Model (D.C.)	17	5-11	155	Sr.	25.1	Bergen
Lyle Grate, South Dakota	18	5-10	175	Sr.	20.3	Schumacher
Larry Hutchinson, Georgia	18	6-1	175	Sr.	11.9	McDaniel

**SECOND TEAM:** Ben Johnson, 6-8, Rome; Gordon Marsillo, 6-1, St. Mary's; Ricky Fuller, 5-10, Alabama; Anthony Wherry, 6-1, Alabama; Fred Jones, 6-1, Florida; Mike Aubry, 6-1, Illinois; Tim Morgan, 6-1, Wisconsin; Ricky Early, 6-3, West Virginia; Scott Keohn, 6-3, Minnesota; Mark Naeyaert, 6-1, Michigan; Eddie Foster, 6-8, Utah; Gary Bishop, 5-9, Kansas; Willie Green, 6-3, Kansas; Jeff Jefferson, 6-4, Virginia; Antonio Cook, 6-1, Georgia; Terry Turner, 6-5, Georgia; Bernard Floyd, 5-10, Georgia; Thomas Helm, 5-11, Virginia; Dave Tester, 6-5, Virginia; Kevin Dardis, 5-9, American; Marcus Taylor, 5-11, Model; John Carnaggio, 5-10, Maryland; John Roberts, 5-10, Riverside; Brian Armstrong, 5-11, Oregon; Ronald Ketchum, 5-10, Arkansas.

All of them are juniors except Fred Jones, Marcus Taylor, John Carnaggio, John Roberts and Ronald Ketchum, who are seniors.

**SPECIAL MENTION:** Richard Gammon, 5-11, Maine, and Ronald Sprrells, 5-8, Mystic. Both are seniors.



**GEORGIA SENIOR**—Larry Hutchinson, Georgia School for the Deaf senior, was his team's best all-around player. The Tigers has a 16-6 record for the past season.



# FOREIGN NEWS . . . By Yerker Andersson

**Soviet Union:** Two Norwegian deaf women took a tour in the Soviet Union and wrote several articles published in the Norwegian magazine for the deaf (*Doves Tidsskrift*, No 2-5). These articles are detailed descriptions of the activities of the deaf in the Soviet Union. A summary of the articles is given here.

The Soviet association of the deaf is an organization of 70 district or regional associations which in turn have totally 577 clubs for the deaf as members; however, the national association itself is an organization for all the hearing impaired. At the local level deaf and hard of hearing can have separate clubs. Before 1951, the national association depended on much governmental support but as the association has successfully managed several factories, it is able to use their profits for its purposes. These profits have been so high that the association has turned a part of its surplus back to the government. The association's annual budget is about \$11,000,000.

Signed Russian is the most common in the Soviet Union. According to the Norwegian visitors, the Russian equivalent to Ameslan does not exist in this country. Many hard of hearing are able to communicate with the deaf. There are 100 full-time interpreters for the deaf in Moscow. Interpreting services are provided at any school, including universities, where there are at least 15 deaf students. The deaf are not afraid to use the language of signs in the public.

In order to encourage the hearing impaired to acquire college or higher education, the government grants more scholarships and discount for travel expenses. In addition, teachers responsible for hearing impaired students receive 25 percent of their salary as a bonus.

The national association manages 200 factories with 10,000 deaf employees. So far 9,000 deaf workers have been awarded with medals from the government for their productivity.

The international athletic association for the handicapped reported that it was unable to reach an agreement with the Russian Olympic Committee. This international association has successfully arranged world games for the handicapped immediately after the Olympic Games in Canada. It wanted to offer summer games for the handicapped in the same year and the same country as the Olympic games in the future. The Soviet Union, which will be responsible for the next Olympic Games, refused to give the international association permission to arrange world games for the handicapped in the Soviet Union. (*Dov Sport*, No. 2, Vol. 13)

**Romania:** At the request of CISS Knud Sondergaard, the Secretary General, again visited Bucharest where the coming World Games for the Deaf will be held. He declared that the Romanian organizing committee was prepared to arrange athletic events but noted that the organizing committee was very poor in handling correspondence and information. He again urged the committee to respond more quickly to requests from several nations. He also reported that the committee had some difficulties with the Romanian Olympic Committee.

**Great Britain:** In *The British Deaf News* (No. 1, Vol. 11) Dr. George Montgomery wrote a critical appraisal of recent themes in "the education and miseducation of deaf children in the British Isles." (p. 5). The British Association of Teachers of the Deaf had a lively discussion on the educational methods which was published by the RNID (105 Gower Street, London, W.C.1. Price 30 p plus postage).

**Israel:** The World Congress of Jewish Deaf will be held in Israel, July 30-August 7, 1977. The organizing committee in Israel invites American deaf Jews to participate in various events, athletic, folklore, drama, art exhibitions, beauty contest and group celebration of Bar Mitzvah. More information can be obtained from Alexander Fleishman, 9102 Edmonton Court, Greenbelt, Maryland 20770.

**Canada:** The magazine for the French-speaking deaf, *Sourd Quebecois*, has added a new feature, foreign news. This column has become a standard feature of most magazines for the deaf in other countries.

**Sweden:** A priest (not for the deaf) has recently invited the priests, deacons and others in all the parishes of the northern part of Sweden to take a course in the language of signs. The priest thought that Christian believers must assume the responsibility to meet and talk with the deaf by learning the language of signs. This course was so successful that two advanced courses were offered and the deaf could join the hearing in taking these courses.

## Church Directory

### Assemblies of God

At the crossroads of America . . .  
**FIRST ASSEMBLY OF GOD FOR THE DEAF**  
1175 W. Market St., Akron, Ohio 44313  
Sunday School, 9:30 a.m.; Worship, 10:45 a.m.; and 7:00 p.m.; Bible Study, Wednesday, 7:00 p.m. Special services for the deaf.  
Rev. John K. Sederwall, pastor, (216) 836-5530  
TTY (216) 836-5531 Voice.

When in Baltimore, welcome to . . .  
**DEAF ASSEMBLY OF GOD CHURCH**  
3302 Harford Road, Baltimore, Md. 21218  
Sun. 9:45-11:00 a.m., 7:30 p.m.; Wed., 7:30 p.m.  
Rev. Bruce E. Brewster, pastor. Phone 467-8041  
Jesus said, "I am the way, the truth and the life."—John 14:6

When in the Pacific Paradise, visit . . .  
**HAWAII CHURCH FOR THE DEAF**  
3144 Kaunaoa St., Honolulu, HI. 96815  
Sunday School 9:30 a.m.; worship 10:30 a.m.  
Bible Study, second and fourth Wed.; Fellowship First Fri., 7:00 p.m.  
Rev. David Schlewer, Pastor  
732-0120 Voice or TTY

When in Portland, welcome to  
**FIRST ASSEMBLY OF GOD FOR THE DEAF**  
1315 S.E. 20th Ave., Portland, Ore. 97214  
Sunday 9:45 and 11:00 a.m.  
Thursday 7:30  
Rev. Norman Stallings, pastor

### Baptist

**CALVARY BAPTIST CHURCH**  
Renton, Washington

Pastor, Dr. Sam A. Harvey; Interpreter, Mrs. Irene Stark (husband's first name is James).  
Sunday School, 9:45 a.m.; Morning Worship, 11:00 a.m. (Interpreting for the Deaf). Evening Worship, 7:00 p.m. (Interpreting for the Deaf)

**APPLEWOOD BAPTIST CHURCH**  
11200 W. 32nd Ave., Wheat Ridge, Colo. 80033  
Luther Mann, Th. D., Pastor  
(303) 232-9575  
4310 Iris Street  
Wheat Ridge, Colo. 80033

**FIRST BAPTIST CHURCH**  
529 Convention St., Baton Rouge, La. 70821  
Separate services in the Deaf Chapel, third floor, Palmer Memorial Bldg. Sunday School, 9:00 a.m., for all ages. Worship services, 10:30 a.m.  
Telephone (504) 283-8566 (Voice or TTY)

**CALVARY BAPTIST CHURCH**  
Corner Cleveland & Osceola, Downtown Clearwater, Fla.  
Services interpreted for the deaf  
9:30 a.m., Sunday School; 11:00 a.m., Morning Worship; 11:00 a.m., Live Color-TV-Channel 10

Come and learn God's word at . . .  
**HILLVIEW BAPTIST CHURCH**  
7300 Greenly Dr., Oakland, Calif. 94605  
Sunday School, 9:45 a.m.; Worship, 11 a.m. & 7 p.m.; Training hour, 6 p.m.; Wed. Bible & prayer, 7:30 p.m.  
Interpreters: Arlo Compher, Shirley Compher  
Pastor: James L. Parker, B. S., M. Div., Th. M.  
Phone (415) 569-3648 or 635-6397

**WEALTHY STREET BAPTIST CHURCH FOR THE DEAF**  
811 Wealthy Street, S. E., Grand Rapids, Mich.  
Rev. Roger Kent Jackson, pastor  
Sunday: 10:00 & 11:00 a.m.-6:00 p.m.  
Wed.: 7:00 p.m. Prayer & Bible Study  
Deaf Missionary Outreaches of our Church:  
Christian Captioned Films for the Deaf  
Christian Literature for the Deaf  
Christian Outreach for the Deaf

### NAD Fees (Annual)

Individual Membership -----\$15.00\*

Husband-Wife Membership -- 25.00\*

Organizational Affiliation --- 25.00

\*Includes DEAF AMERICAN subscription

DEAF AMERICAN subscription, \$6.00 per year or \$11.00 for two years. Send remittance to the National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910.

**THE FIRST BAPTIST CHURCH**  
217 Dill Ave., Frederick, Maryland  
Robert F. Woodward, pastor  
David M. Denton, interpreter  
9:45 a.m., Sunday School for deaf  
11:00 a.m., Morning worship service  
interpreted for the deaf  
A cordial welcome is extended

Visiting The Sarasota, Fla. Area?  
Welcome to . . .

**SOUTHSIDE BAPTIST CHURCH**  
2035 Magnolia St.  
(Off of the 3200 Block of South Hwy. 41)  
Services Interpreted for the Deaf  
Sundays at 11:00 A.M. & 7:30 P.M.

When in Indiana's capital . . .  
Visit Central Indiana's largest Deaf Department at

**INDIANAPOLIS BAPTIST TEMPLE**  
2635 South East St., Indianapolis, Ind.  
Central Indiana's largest Sunday School, located behind K-Mart on South 31  
Deaf Chapel Hour 10:00 a.m.; Sunday eve 7:30 p.m. services interpreted.  
Dr. Greg Dixon, Pastor  
Church office phone (317) 787-3231 (TTY)

When in St. Augustine, Florida, Welcome To  
**CAVALRY BAPTIST CHURCH**  
110 Masters Drive, St. Augustine, Fla.  
Interpreters for the deaf at the 11:00 a.m. worship service  
Rev. Carl Franklin, pastor

**PHILADELPHIA BAPTIST CHURCH & DEAF CENTER**  
823 W. Manchester Ave.,  
Los Angeles, Calif. 90044  
Sunday Bible study, 9:30 a.m.: worship, 11:00 a.m. Deaf and hearing worshipping together.  
Elder Sam Hooper, Melvin Sanders, teachers:  
Willa G. Boyd, interpreter; William T. Ward, pastor.

When in Washington, D.C., worship at . . .  
**THE BAPTIST CHURCH OF THE DEAF**  
8th & H Streets, N.W., Washington, D.C. 20001  
Sunday School, 9:30 a.m. Worship, 10 a.m.  
Francis C. Higgins, leader, 937-2507

**22ND STREET BAPTIST CHURCH**  
6620 E. 22nd Street, Tucson, Arizona 85710  
Phones 298-2850 and 886-6702  
Pastor: Charles E. Pollard  
Interpreters: Murray and Nancy Machen  
Bible study, 9:30 a.m.; worship services, 11:00 a.m. and 7:00 p.m. All services interpreted for the deaf, including all music.  
Anyone traveling to or through Tucson will find a cordial welcome.

**FIRST BAPTIST CHURCH**  
14200 Golden West St., Westminster, Calif. 92683  
Sunday morning Bible study, 9:30 worship, 11:00. Sunday night Christian life studies, 6:00; worship service, 7:00.  
Recreation and social calendar on request.  
Pastor, Robert D. Lewis  
Church phone 714-894-3349

Worship and serve with us at  
**FIRST BAPTIST CHURCH**  
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Knoxville, Tennessee 37902  
Sunday: Sunday School 9:30 a.m.; Morning worship 11:00 a.m.; Training Union 6:00 p.m.  
Evening worship 7:00 p.m.  
A Full Church Program for the Deaf

**IMMANUEL BAPTIST CHURCH**  
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"In the heart of Pine Bluff for the hearts of people!"  
You are invited to worship with us at 9:45 in Sunday School and 10:55 in Worship. Join us for lunch on the second Sunday of each month—a special fellowship for the deaf. Evening worship, 7:00; Wednesday services, 7:00.  
Mrs. Leroy Spillyards, Interpreter  
Anton C. Uth, Pastor

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**FIRST BAPTIST CHURCH OF RIVERDALE**  
Maryland's largest Sunday School, 3 blocks west of Baltimore-Washington Pkwy.  
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Dr. R. Herbert Fitzpatrick, Pastor  
Church office phone 277-8850

**COLUMBIA BAPTIST CHURCH**  
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Falls Church, Virginia 22046  
The Deaf Department invites you to attend Sunday School at 9:45 a.m. Worship services at 11:00 a.m. and 7:30 p.m. interpreted for the deaf.

A church that cares for the deaf . . .  
**AIRPORT BAPTIST CHURCH**  
2600 Army Post Rd., Des Moines, Iowa 50321  
Services: Sunday School, 9:45; Morning Worship, 11:00; Evening Service, 7:00.

**TABERNACLE BAPTIST CHURCH**  
Derry Rd., Rte. 102, Hudson, N. H. 03051  
Pastor: Arlo Elam  
Interpreters: Frank and Carol Robertson  
All services interpreted for deaf including music. Sunday: Bible Study at 9:45 a.m.; worship at 11:00 a.m. and 6:00 p.m. Wednesday: Evening service 7:00 p.m.

## Catholic

**Roman Catholic**  
Immaculate Conception Parish  
177 S. York Rd., Elmhurst, Ill. 60126  
Contact: Deacon Jim Monahan,  
TTY 815-727-6411  
All welcome to signed Mass Service at 9:00 a.m., 2nd and 4th Sundays, September through June.

**NEW ORLEANS CATHOLIC DEAF CENTER**  
721 St. Ferdinand St., New Orleans, La. 70117  
(504) 943-5511 24-Hour Answering Service  
Office: Monday through Friday, 8:30 to 4:30  
Movie: Friday 7:30 to midnight (Hall)  
Mass Saturday, 7 p.m., at St. Gerard Parish for the Hearing Impaired, followed by social.  
Socials: Saturday, 8 p.m. to midnight (Hall)  
Hall: 2824 Dauphine Street, Phone (504) 943-7888.

24-Hour Educational Service (504) 945-4121  
24-Hour TTY News Service (504) 945-7020  
Rev. Gerard J. Howell, Pastor/Director  
**INTERNATIONAL CATHOLIC DEAF ASSOCIATION, CANADIAN SECTION**  
National Pastoral Centre, Holy Name Church  
71 Gough Ave., Toronto, Ontario, M4K 3N9 Canada  
Moderator, Rev. B. Dwyer  
Mass each Sunday, 1:00 p.m.; religious instruction each Saturday, 1:30 p.m.

**ST. JOHN'S DEAF CENTER**  
8245 Fisher, Warren, Mich. 48089  
TTY (313) 758-0710  
Moderators: Rev. Gary Bueche  
Sister Dolores Beere, MHSH  
Mass every Sunday at noon

**ARCHDIOCESE OF LOS ANGELES**  
Services for the deaf and hard of hearing.  
Office: 923 S. Grattan St., Los Angeles, Ca. 90015  
(213) 388-8101, Ext. 236, TTY 234  
9:00 a.m. to 4:30 P.M.  
Rev. Brian Doran, Director  
Rev. George Horan, Associate Director

## Church of Christ

**WESTERN HEIGHTS CHURCH OF CHRIST**  
1912 N. Winnetka  
Dallas, Texas 75208  
Sunday—9:45 a.m.  
Ralph D. Churchill, 941-4660

**ROCKVILLE CHURCH OF CHRIST**  
1450 W. Montgomery Ave., Rockville, Md. 20850  
Sunday Class, 10:00 a.m.; Worship Services, 11:00 a.m., 6:00 p.m.  
Minister: Don Browning  
Interpreter: Don Garner

**HUBER HEIGHTS CHURCH OF CHRIST**  
4925 Fishburg Rd., Dayton, Ohio 45424  
Signed Bible Classes and Worship Services  
Bible Classes—Sunday 9:30 a.m.; Wednesday 7:30 p.m.; Worship Services—Sunday 10:30 a.m. and 6:00 p.m.

**ECHO MEADOWS CHURCH OF CHRIST**  
2905 Starr Ave., Oregon, Ohio 43616  
Adjacent to Toledo on Eastside. Get off I-280 at Starr Avenue exit—approx. 2 mi. straight east.  
Bellamy H. Perkins, Deaf Minister  
Three Hearing Interpreters  
Funerals, weddings, counseling, Minister available for services in your town. Deaf chapel separate from hearing. Minister available to help you.  
Visitors warmly welcome.

In Los Angeles area, worship at . . .  
**MAYWOOD CHURCH OF CHRIST**  
5950 Heliotrope Circle  
Maywood, California 90270  
Sunday class 9:30 a.m., Worship service 10:30 a.m., 6 p.m. Wednesday Bible study 7 p.m.  
Bob Anderson, Minister (213) 583-5328  
Restoring Undenominational Christianity  
Worship, 11:00; Evening Service, 7:00.

When in Idaho, visit . . .  
**TWIN FALLS CHURCH OF CHRIST**  
2002 Filer Avenue East, Twin Falls, Idaho  
Bible Study, 10:00 a.m.; Worship, 10:55 & 6 p.m.  
Preacher: David Foulke  
Interpreters: Jim and Sheila Palmer

## Episcopal

**ST. AGNES' MISSION FOR THE DEAF**  
Each Sunday, 12 noon, at  
St. Philip's Episcopal Church  
Dennison Ave. & West 33rd St.,  
Cleveland, Ohio  
Vicar: The Rev. Jay L. Croft  
432 Orlando Ave., Akron, Ohio 44320  
TTY 216-0864-2865

**THE EPISCOPAL CONFERENCE OF THE DEAF IN THE UNITED STATES**  
Welcomes you to worship with us at any of our 75 churches across the nation.  
For information or location of the church nearest you, consult your telephone directory or write to:

Robert Cunningham  
Executive Secretary  
556 Zinnia Lane  
Birmingham, Alabama 35215

**ST. MARK'S EPISCOPAL CHURCH FOR THE DEAF**  
St. Stephens Road and Craft Highway,  
Toulminville, Mobile, Ala.  
Rev. Silas J. Hirte

When in Denver, welcome to  
**ALL SOULS MISSION FOR THE DEAF—ST. MARK'S EPISCOPAL**  
1160 Lincoln St., Denver, Colorado  
Tel. 534-8678  
Open every Sunday at 10 a.m.  
All Souls Guild meetings second Friday night, 7:30 p.m.  
All Souls Guild socials fourth Friday night, 7:30 p.m.  
Rev. Edward Gray

The oldest church for the deaf in the United States  
**ST. ANN'S CHURCH FOR THE DEAF**  
Episcopal  
426 West End Ave., near 80th St.  
Services 11:30 a.m. every Sunday  
The Rev. Columba Gilliss, OSH  
Mail Address: 251 W. 80th St.  
New York, N. Y. 10024

**ALL SOULS' CHURCH FOR THE DEAF**  
Philadelphia, Pa.  
The Rev. Roger Pickering, Vicar

When in historic Philadelphia, a warm welcome to worship with us! Services every Sunday, 1:30 p.m. St. Stephen's Church, 10th below Market, in Center City, Philadelphia.

When in Rochester, N. Y., welcome to  
**EPHPTHATHA EPISCOPAL CHURCH OF THE DEAF**  
St. Thomas Episcopal Church  
Corner Highland Ave. and Winton Rd.  
Rochester, N. Y. 14609  
Services 10 a.m. every Sunday  
Contact: The Rev. Alvin Burnworth  
Voice or TTY 315-247-1436

## Lutheran

### OUR SAVIOR LUTHERAN CHURCH OF THE DEAF

Meeting in the Gloria Dei Chapel of the  
Lutheran School for the Deaf  
6861 E. Nevada, Detroit, Mich. 48234  
Worship at 10:30 every Sunday  
(9:00 a.m., June, July, August)  
Rev. Clark R. Bailey, Pastor  
Phone (313) 751-5823

When in Minneapolis, welcome to . . .  
**BREAD OF LIFE LUTHERAN CHURCH  
FOR THE DEAF**  
2901 38th Avenue South  
Minneapolis, Minnesota 55406

Services 11:00 a.m. every Sunday  
(10:00 a.m. during June, July and August)  
The Rev. Lawrence T. Bunde, pastor

We are happy to greet you at . . .  
**EMMANUEL LUTHERAN CHURCH**  
2822 E. Floradora, Fresno, Calif. 93703  
S. S. Class for Deaf Children, 9:15 a.m.;  
Every Sunday: Bible Class, 9:15 a.m.; Worship  
Service, 10:30 a.m. (interpreted).  
Stanley Quebe, pastor; Clarence Eisberg, as-  
sociate pastor, phone 209-485-5780.

Need help? Want to hear good news? Visit  
**ST. MARK LUTHERAN CHURCH  
OF THE DEAF**  
421 W. 145 St., N. Y., N. Y. 10031  
Sun. worship 2 p.m.—June-Aug. 1 p.m.  
Bible Class and Sunday School 3:30 p.m.  
Rev. Kenneth Schnepf, Jr., pastor  
Home Phone (914) 375-0599

Visiting New York "Fun" City?  
**ST. MATTHEW LUTHERAN CHURCH  
OF THE DEAF**  
41-01 75th St., Elmhurst (Queens), N.Y. 11373  
11:00 a.m. Sunday Worship (10:00 a.m.  
June-July-August)  
Rev. Frederick Anson, Pastor  
212-335-8141 or 516-248-2357 Voice or TTY  
1 block from IND-74th St./Roosevelt Ave.  
and IRT-74th St. Subways

Welcome to . . .

**PEACE LUTHERAN CHURCH FOR THE DEAF**  
4201 North College Avenue  
Indianapolis, Indiana 46205  
Worship every Sunday at 10:30 a.m.  
Pastor Marlow J. Olson, the only full time  
pastor to the deaf in the State of Indiana  
in the Nation's Capital visit . . .

**CHRIST LUTHERAN CHURCH OF THE DEAF**  
5101 16th St., N.W., Washington, D.C. 20011  
Sunday Worship—9:15 a.m.  
Robert J. Muller, pastor  
TTY 864-2119

Welcome to . . .

**PILGRIM LUTHERAN CHURCH  
OF THE DEAF**  
3801 Gillham Road, Kansas City, Mo. 64114  
Worship every Sunday, 11:00 a.m.  
Walter Uhlig, pastor, Phone 561-9030

You are welcome to worship at . . .  
**HOLY CROSS LUTHERAN CHURCH  
FOR THE DEAF**  
101 N. Beaumont, St. Louis, Mo. 63103

Just west of Rodeway Inn, Jefferson Ave.  
Worship every Sunday, 10:30 a.m.  
TTY (314) 725-8349  
Rev. Martin A. Hewitt, pastor

**PRINCE OF PEACE LUTHERAN CHURCH  
FOR THE DEAF**  
205 N. Otis, St. Paul, Minn.  
Services every Sunday at 11:00 a.m.  
Summer services every Sunday at 10:00 a.m.  
Rev. Wm. Lange, pastor  
TTY 644-2365, 644-9804  
Home 724-4097

### ROGATE LUTHERAN CHURCH OF THE DEAF

2447 East Bay Drive, Clearwater, Florida  
(Between Belcher and Highway 19)  
A church of the deaf, by the deaf, for the  
deaf. Our services are conducted in sign lan-  
guage by the pastors. Services 1st Sunday, 2:00  
p.m.; 3rd Sunday, 7:00 p.m. TTY and Voice—  
531-2761.  
Rev. Frank Wagenknecht, pastor; Rev. Gary  
Bomberger, associate

**DEAF ZION LUTHERAN CHURCH**  
15000 N.W. 27th Ave., Miami, Florida 33504  
Phones (with TTY): Ch. 688-0312 or 651-6720  
or 621-8950

Every Sunday:  
Bible Class 10:00 A.M.  
Worship Service 11:00 A.M.  
Ervin R. Oermann, pastor  
Paul G. Consoer, lay minister

In North New Jersey meet friends at  
**ST. MATTHEW'S LUTHERAN  
CHURCH FOR THE DEAF**  
510 Parker St. at Ballantine Pkwy.  
Newark, N. J. 07104  
(Bus No. 27 to B. Pkwy., 3 bl. West)  
Sundays, 10 a.m.; Thursdays, 8 p.m.  
Rev. C. Roland "G" Gerhold, pastor  
Need help? Phone (201) 485-2260

### ST. PAUL'S MISSION FOR THE DEAF OF GREATER HARTFORD

679 Farmington Ave., West Hartford, Conn.  
Services every Sunday at 7:30 p.m.; Fel-  
lowship Guild, 4th Thursday at 7:00 p.m.  
**ST. GEORGE'S MISSION FOR THE DEAF**  
74 Federal St., New London, Conn.  
Services: 2nd, 3rd, and 4th Sundays at  
10:00 a.m.; Fellowship Guild, 1st  
Saturday at 7:30 p.m.  
**ASCENSION MISSION FOR THE DEAF**  
1882 Post Rd., Darien, Conn.  
Services: 1st, 2nd, and 3rd Sunday at  
2:00 p.m.; Fellowship Guild, 4th  
Saturday at 7:30 p.m.  
The Rev. Ray Andersen, Vicar  
Episcopal Missions for the Deaf of Conn.  
23 Thomson Rd., West Hartford, Ct. 06107  
TTY (and voice) (203) 561-1144

## United Methodist

### CAMERON UNITED METHODIST CHURCH OF THE DEAF

1413 Sycamore, Cincinnati, Ohio 45210  
Sunday Worship 11:00; Sunday Study 12:00  
Rev. Tom Williams, minister  
A place of worship and a place of service.  
All are welcome.

**FOREST PARK UNITED METHODIST CHURCH**  
2100 Kentucky Ave., Fort Wayne, Ind. 46805  
Sunday School, 9:30 a.m.; church services,  
11:00 a.m.

Total Communication Used  
Grace Nunery, Coordinator for Deaf Ministry  
Rev. C. Albert Nunery, Senior Pastor

When in Metropolitan Washington, D.C.,  
worship at

### WASHINGTON UNITED METHODIST CHURCH FOR THE DEAF

7001 New Hampshire Ave., Takoma Park, Md.  
Worship Service in the Fireside Room  
at 10:30 a.m.  
Sunday School for hearing children  
Captioned Movies every first Sunday  
at 11:45 a.m.  
Rev. LeRoy Schauer, pastor

### CHICAGO UNITED METHODIST CHURCH OF THE DEAF

Services in Dixon Chapel  
77 West Washington St., Chicago, Ill. 60602  
John M. Tubergen, leader  
P. O. Box 683, Elmhurst, Ill. 60126

## Other Denominations

**IMMANUEL CHURCH FOR THE DEAF**  
657 West 18th St., Los Angeles, Calif. 90015  
Sunday school, 9:45 a.m.; Sunday morning  
worship, 11:00 a.m.; Bible Study, Tuesday,  
7:30 p.m.

When in the Pacific paradise, visit  
**HAWAII CHURCH FOR THE DEAF**  
3144 Kaunaoa Street, Honolulu, Hawaii 96815  
Sunday School 9:15 a.m.; Worship 10:30 a.m.  
Wed. Bible Study and Fri. Fellowship 7:00 p.m.  
Children's weekday religious education classes  
Rev. David Schiewek, pastor  
For information call 732-0120

When in Atlanta, Ga., welcome to

### CRUSSELLE-FREEMAN CHURCH OF THE DEAF

(Non-Denominational)

1304 Allene Avenue, S.W., Atlanta, Ga. 30310  
Sunday School 9:45 a.m.—Worship 11:00 a.m.  
and 7:00 p.m.  
Wednesday Bible study and prayer 7:00 p.m.  
Rev. Wilber C. Huckleba, pastor  
Free Captioned Movie, 7:00, third Friday

### DEAF MISSIONARY CHURCH

3520 John Street (Between Texas and  
Norvella Ave.) Norfolk, Va. 23513

Pastor, John W. Stallings, Jr.  
Sunday School, 9:30 a.m.  
Worship Service, 10:30 a.m.  
WYAH-TV (each Sunday, 2:00 to 2:30 p.m.)  
THE DEAF HEAR (Nationwide)  
Bible Study and Prayer—Wednesday 7:30 p.m.

### CHRIST'S CHURCH OF THE DEAF (Non-Denominational)

Meets in First Christian Church building  
each Sunday.  
Scott and Mynster Streets  
Council Bluffs, Iowa  
Bible School, 9:30 a.m.; Worship, 10:30 a.m.  
Duane King, Minister  
Mailing address: R. R. 2, Council Bluffs,  
Iowa 51501

### RELIGIOUS EDUCATION OFFICE

430 N. Center St., Joliet, Ill. 69435

Contact: Deacon Jim Monahan,  
TTY 815-727-6411

All in Joliet area welcome to signed Mass  
Service at 10:45 a.m., 3rd Sunday, September  
through June.

When in Allentown, Pa., welcome to  
**LEHIGH VALLEY CHURCH FOR THE DEAF**

121 South 8th St., Allentown, Pa. 18101  
Services held every fourth Sunday of the  
month except July and August at 3:00 p.m.  
An Interdenominational Deaf Church  
Mrs. Grace A. Boyer, Director of Public  
Relations

### METROPOLITAN COMMUNITY CHURCH OF LOS ANGELES

1050 S. Hill St., Los Angeles, Calif. 90015  
Sunday worship services,  
11:00 a.m. and 7:30 p.m., signed.

Interdenominational

### SALEM DEAF FELLOWSHIP

Meets in Miller Chapel rented from the First  
Free Methodist Church, corner of Market and  
Winter Streets.

Salem, Oregon 97301

Pastor William M. Erickson, Director  
Voice/MCM (503) 581-1874

Sunday School 9:45 a.m.; worship 11:00 a.m.  
We are a body of believers joined together  
for fellowship and praising the Lord. We  
welcome you to our hour of worship.

### AMERICAN MISSIONS TO THE DEAF, INC.

Rev. C. Ray Roush, Chairman  
P. O. Box 424, State Line, Pa. 17263  
TTY 717-597-8800

World's only independent, fundamental Deaf  
Mission Board—for and by the deaf. Deaf  
Evangelists for your church. Foreign mis-  
sionaries to the deaf. Gospel magazine,  
"Hearing Hearts." Overhead transparencies  
for loan. Tracts and Bible Studies for the  
deaf. Write for more information.

### METROPOLITAN COMMUNITY CHURCH OF NEW YORK

Box 1757, General P. O., New York,  
N. Y. 10001

Sunday worship services at  
Duane Methodist Church, 13th and  
Seventh Ave., 7:00 p.m., signed.



CHOU-551-48N-A AUG78  
M&M STEVEN K CHOUGH  
489 EAST SKILLMAN AVE  
ST PAUL MN 55117

## CLUB DIRECTORY

### WASHINGTON ASSOCIATION OF THE DEAF

3210-A Rhode Island  
Mt. Rainier, Md. 20822  
Open Friday, Saturday and  
Sunday evenings.  
When in the Nation's Capital,  
come and see us.

### LADIES SUNSHINE CIRCLE OF THE DEAF (Since 1914)

Meets at Los Angeles Club of the Deaf, Inc.  
3218 1/2 Main St., Los Angeles, Calif. 90007  
Second Thursday of each month, 10:00 a.m.  
Augusta Lorenz, corresponding secretary

"A friendly place to congregate"  
Open Tues. & Thurs., 6 p.m.-11:30 p.m.; Fri.,  
6 p.m.-11:30 p.m.; Sat., 6 p.m.-1:30 a.m.; Sun.,  
6 p.m.-11:30 p.m.

In Atlanta, it's the  
GATEWAY TO THE SOUTH  
ATLANTA CLUB OF THE DEAF, INC.  
760 Edgewood Ave., N.E.  
Atlanta, Georgia 30307  
Open Every Friday and Saturday Night

CHICAGO CLUB OF THE DEAF  
Room 204-206  
4747 N. Milwaukee Ave., Chicago, Ill., 60641  
Open Friday and Saturday evenings

The Showplace of the Southwest . . .  
DALLAS ASSOCIATION  
OF THE DEAF, INC.  
4215 Maple Ave., Dallas, Texas 75219  
Open Wed., Fri., Sat. evs  
TTY 214-522-0380

When in Denver, stop by . . .  
SILENT ATHLETIC CLUB OF DENVER  
1545 Julian St., Denver, Colo. 80204  
Open Saturday evenings

DETROIT ASSOC. OF THE DEAF, INC.  
1240 Third Blvd., Detroit, Mich. 48226  
Come to visit our new club when you are  
in Detroit. Open Friday evening,  
Saturday and Sunday

THE TAMPA SILENT CLUB  
(Odd Fellows Temple)  
6220 Nebraska Ave., Tampa, Fla. 33604  
TTY 813-244-2241  
Open every 4th Saturday night.

GREATER INDIANAPOLIS DEAF CLUB  
1917 E. 46th St. Indianapolis, Ind. 46205  
Open Wednesday, Friday and Saturday  
evenings  
Eugene Schick, president

In Hawaii, it's Aloha (welcome) from . . .  
HAWAII CLUB FOR THE DEAF  
American Legion Auxiliary Hall  
612 McCully Street, Honolulu, Hawaii 96814  
2nd Saturday of each month, 7:30 p.m.  
Address all mail to:  
Mrs. Norma L. Williams, secretary  
727 Palani Avenue, Apt. No. 6  
Honolulu, Hawaii 96816

When in Houston, you are welcome  
to the  
HOUSTON ASSOCIATION OF THE  
DEAF, INC.  
606 Boundary St., Houston, Texas 77009  
Open Friday and Saturday evenings

LEHIGH ASSOCIATION OF THE DEAF  
121 S. 8th St., Allentown, Pa. 18101  
Open Friday and Saturday evenings  
TTY 215-432-7133  
Nelson C. Boyer, secretary

When in New Hampshire, come to the . . .  
MANCHESTER DEAF CLUB, INC.  
126 Lowell St., Manchester, N. H.  
Open every second and fourth Saturday of  
each month with free Captioned Movies

When in Orlando, come to the . . .  
ORLANDO CLUB OF THE DEAF  
1914 Edgewater Dr., Orlando, Fla. 32804  
Social and captioned movies on 3rd Satur-  
day night of each month, Sept.-May.

PUGET SOUND ASSOCIATION  
OF THE DEAF  
(Seattle in 1974—NAD)  
The Greatest and Oldest Club of the Deaf  
in the Pacific Northwest.  
Everyone Heartily Welcome.  
Open Saturdays.  
8501 Wallingford Ave., North  
Seattle, Washington 98013  
TTY Phone 206-525-3679

SAN FRANCISCO CLUB FOR THE  
DEAF, INC.  
530 Valencia Street  
San Francisco, California 94110  
Open Friday and Saturday nights.  
Sometimes Sunday.  
Business meeting on 2nd Friday of month.

ST. PETERSBURG ASSOCIATION  
OF THE DEAF, INC.  
4255 56th Ave. North, St. Petersburg, Fla.  
Socials every 1st and 3rd Saturday evenings  
Leon A. Carter, Secretary  
620 Hillcrest Mobile Home Park, Clearwater,  
Florida 33515

THE CHARLES THOMPSON  
MEMORIAL HALL  
1824 Marshall Ave., St. Paul, Minn. 55104  
The nation's finest social club for the deaf  
Established 1916

When in York, Pa., welcome to  
THE YORK ASSOCIATION OF  
THE DEAF, INC.  
208 N. George St. York, Pa. 17401  
Open Wed., Fri., Sat. evenings  
Socials on 2nd and 4th Saturdays  
of month.  
Business meeting on 2nd Friday of month  
Samuel D. Shultz, Secretary

UNION LEAGUE OF THE DEAF, INC.  
2109-15 Broadway  
New York, N. Y. 10023  
Open noon to midnight  
Thurs., Fri., Sat., Sun., holidays  
Walter M. Chulman, president  
Irving Alpert, vice president  
Max J. Cohen, secretary  
Milton Cohen, treasurer

"OUR WAY"  
To strengthen Jewish education and  
observance amongst the Jewish deaf  
National Conference of Synagogue Youth  
116 E. 27th St., New York, N. Y. 10016

MIAMI ASSOCIATION OF THE DEAF  
15000 N. Miami Ave., North Miami, Florida  
Open first and third Saturday of  
every month  
Secretary: Eleanor Struble

### National Congress of Jewish Deaf

Gerald Burstein, President  
6131 Claridge Drive  
Riverside, Calif. 92506  
Kenneth Rothschild, Secy.-Treas.  
P. O. Box 24  
Sloatsburg, N.Y. 10974  
Alexander Fleischman, Executive Director  
9102 Edmonston Court  
Greenbelt, Maryland 20770  
1978 NCJD CONVENTION  
Beverly Hills, Calif., August 1-5

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(Per Insertion)

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Discounts: Cooperating Member (state) associations of the NAD, 30%; af-  
filiated organizations, 20%; advertising agencies, 15%.

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ing illustrations should be "camera ready."